

The CLEARING HOUSE



January

Vol. 13

The Humor of the
HIGH SCHOOL GRADUATE

By JULIAN ARONSON



We Label Our
ENGLISH COURSES

By JAMES S. THISTLE



No. 5

What's Wrong with the PTA?

By DOUGLAS S. WARD



IDEAS IN BRIEF



1939

Unit on Foreign Cultures Quells "Class of Babel" . . . How'm I Doin'? . . . Typewriting for Every Pupil . . . "In a Class by Themselves" . . . Some Policies for Counselors . . . Individual Report Cards for Each Subject . . . Curriculum Revision Is Not Enough . . . Does This Apply to You? . . . Irrigating the Dry Classroom

A JOURNAL for MODERN
JUNIOR and SENIOR HIGH SCHOOLS

The Clearing House

A journal for modern junior and senior high schools

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Contents

THE HUMOR OF THE HIGH SCHOOL GRADUATE	<i>Julian Aronson</i>	261
A UNIT ON FOREIGN CULTURES	<i>Adeline Mair</i>	265
WHAT'S WRONG WITH THE PTA?	<i>Douglas S. Ward</i>	267
HOW'M I DOIN'?	<i>L. C. Wright</i>	269
WE LABEL OUR ENGLISH COURSES	<i>James S. Thistle</i>	273
TYPEWRITING FOR EVERY PUPIL	<i>Mary D. Webb</i>	277
IDEAS IN BRIEF	<i>The Staff</i>	282
"IN A CLASS BY THEMSELVES"	<i>Eleanor F. Brown</i>	284
SOME POLICIES FOR COUNSELORS	<i>Dan O. Root</i>	288
INDIVIDUAL REPORT CARDS FOR EACH SUBJECT	<i>George H. Burger</i>	290
CURRICULUM REVISION IS NOT ENOUGH	<i>L. W. Kindred</i>	292
THE EDUCATIONAL WHIRL	<i>Five Contributors</i>	298
DOES THIS APPLY TO YOU?	<i>Carless Jones</i>	299
IRRIGATING THE DRY CLASSROOM	<i>Lewis Pervosky</i>	303
SCHOOL NEWS DIGEST	<i>Orlie M. Clem</i>	305
EDITORIAL	<i>P.W.L.C. and Edward J. Lesser</i>	306
SCHOOL LAW REVIEW	<i>Daniel R. Hodgdon</i>	308
BOOK REVIEWS	<i>Philip W. L. Cox</i>	310

NOTICE TO WRITERS

We welcome contributions from our readers. In every issue we publish teachers' and administrators' articles reporting improvements, experiments, and successes as achieved in their schools. Many of our readers have accomplished things in classrooms and in school systems that should be known in thousands of other high schools.

Our preferred length for articles is 1,000 to

2,500 words. We also welcome items reporting good but minor ideas in 50 to 600 words. In addition to fact articles (which need not be dull or prosy) we invite articles of controversy, satire, etc., on secondary-education subjects. Typing should be double-spaced. Keep carbon copy and send us the original.

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The Humor of the High School

GRADUATE

A school looks into the plights of former pupils

By JULIAN ARONSON

THE USE of the word "humor" is more classical than current. This is not an attempt to reel off a prize collection of classroom boners or funny stories gathered over a century of happy teaching. I should think that the word "graduate" might have warned you of a dismal subject.

If classroom teaching has its moments of humorous relief, not much fun can be found in the stories our graduates tell after weeks of useless job hunting. There was a time when years elapsed before one saw a returning graduate. Nowadays they haunt the corridors on a chance offer.



EDITOR'S NOTE: *A large Brooklyn high school sent 1100 questionnaires to its graduates to learn what they thought of the training they had received, and how they were faring. There was a grim and obvious reason for the school's enclosing stamped envelopes for replies. Only 141 questionnaires were returned. The school feels that many did not reply because they didn't wish to confess failure to get jobs. The author taught in this Brooklyn high school when the questionnaire was sent, and requests, reasonably, that the name of that school be omitted. He now teaches social studies in the Seward Park High School, New York City. This article contains many illuminating excerpts from replies.*

How do these young people feel about their schooling? Do they feel ruined because of some faulty advice from the grade adviser's office? Or do they attribute their failure to the school's lack of a child guidance clinic? These are some of the questions about which every teacher holds some curiosity.

About eleven hundred questionnaires were dispatched to the graduates of a large Brooklyn high school, with a brief request for their coöperation and a word of sympathy for their predicament. To help matters out, a return postage-paid envelope was included. That was the least we could do for them in a more material way.

Provision was made for any extended remarks a graduate might care to volunteer, and to insure him free reign in his comments we suggested anonymity. This, we thought, should allow him to purge himself of all those classroom inhibitions which go to form beds of neuroses.

We anticipated all sorts of foolish, nose-thumbing remarks, but little of that kind came. We discovered a contrary tendency: a strong desire to return to school was shown by many.

Our biggest surprise was the small number of questionnaires returned. Only 141 of the eleven hundred mailed were returned completed—a poor showing by any standard of comparison. We began searching for a reason for this disappointing return, and after

discounting the possibility that graduates might have feared being rated, and the return of their papers, we concluded that the completion of the questionnaire represented to them a confession of failure.

What could they say which would tell us that the confidence we placed in their ability as students had borne fruit? What is there to report? They left an ordered life, filled all day with classroom rewards and classroom punishments regulated on a basis of merit, and were turned out to drift in a world of cold indifference.

The adolescent is a sensitive creature. He does not want to confess failure to those who have seen him only as a successful student, a member of a popular team, an officer of a service squad. He tries to hide his shame and any confession that may reveal it. Small wonder some 900 questionnaires were never answered.

The comments received have been assorted under several headings. Characteristic extracts follow each heading.

1. *Why are certain subjects useful and worthwhile?*

"Every subject in high school was worthwhile, for they each gave me the basic foundation of culture for higher learning."

"I do not intend to do anything with the math and therefore consider it valueless."

"History and economics are especially worthwhile since they enable me to understand the present economic situation. So far I have had little use for the languages."

"The former subjects (bookkeeping, stenography and typewriting) will help me in securing a position. Hence they are worthwhile."

"Math and German are of little value because I do not need either subject in my field of work."

"English was perhaps the most important subject since I'm majoring in English literature. But, oh how the time was wasted! Mathematics is and always will be horrible. Economics and history are a waste of time because of the stupid commercial course co-eds."

"The subjects were superficial, that is, not enough time was devoted to make them interesting. The teacher was merely concerned in completing a definite curriculum, not making the subject one of lasting interest."

"Watch for my forthcoming novel on this subject.

The full French course always interested me. A four-letter word in disfavor with pedagogues can describe all the rest of the curriculum. . . ."

"The subject that impresses me now as being particularly worthwhile is shop, and that is about the only subject I've had lots of fun and pleasure in during my high-school days. I am grateful for that but now I would like to go to college. I consider all other subjects but shop as having little value to me because what's the use of becoming educated and intellectual if you have to work as a common laborer among the horde for a few measly dollars, as I have done. . . . My mind and body are in a state of physical and mental stagnation from doing nothing."

"I always felt that the greatest mistake high schools are making is throwing so-called required subjects at students who will never have any use for them and who absolutely hate them. Subjects are only worthwhile if you have use for them later on, or just are interested in them for personal information. I was interested in engineering. I disliked languages and history and found it difficult to study them."

"I honestly feel that I have learned very little in high school and I am only starting to learn now."

2. *How do you feel about school?*

"I had a better time in high school than I'm now having in college. High school is very easy when compared to college."

"A place to keep you out of trouble for four years."

"I feel as though school was the happiest, carefree days of my life. I didn't realize this until recently." (The young lady was about to get married.)

"They were well spent for I never worked hard, was amused by some of my teachers, realized intuitively that here was a time in my life when fun should be predominant. I made it so, sometimes at the cost of a teacher's exasperation. I am glad that I never took school seriously, for is it not in school that one should discard worries?"

"Turning back the pages of time, I'd much rather be in school at present than trimming hats in the millinery trade."

"School is a good thing for people who can afford to go without money troubles."

"Those were the good old days, except for the three years of Latin."

3. *For a more varied and practical curriculum:*

"I think the school should allow one to intersperse one's course with general and commercial subjects."

"I think that in the general course a student should be given the privilege to take commercial subjects, in case the person decides not to go to college."

"I think that all public high schools should compel each student to partake in some vocational-training, in order that when he leaves the halls of the school he might have something to lean back upon in adverse times like these."

"By having special classes for those who know what they are going to undertake in the future."

4. *The school and the curriculum:*

"The humanities are not stressed sufficiently. Music and art courses as they are now are not effective."

"Requirements such as languages, and other such non-essential courses, should be abolished and only kept as electives for those who want them."

"In the secretarial course legal stenography should be taught."

"I should have been permitted more laxity in choosing my subjects."

"In my opinion civics should be given in the eighth term only, since at that age students are interested in civic affairs. The present system of teaching it to freshmen is harmful since it is uninteresting and often serves to kill any interest in civic affairs."

"Higher electives ought to have been instituted in more school departments. The drawing and music departments were full of electives and I see no reason why the physics and math departments had no higher electives while I was there."

"Let the history teachers tell all about the crooked deals so that we will know what to do when we vote."

"Every student should take social forms. They need the training in good manners and etiquette."

"The only excuse I can see for the present high school curriculum is that the colleges set such requirements."

5. *Guidance towards vocations and college:*

"The school could have guided me to better advantage by specializing my work for my field, physical education. It should have done away with the subjects that I've had no use for in college or in the business world. It should have made my necessary subjects more intensive."

"Just because I was a commercial student I was never instructed as to college requirements and never really gave it much thought. Now that I wish to attend college for a degree I am unable to do so because of lack of math and more languages. Commercial students should also be prepared for college."

"The school should have guided me to better advantage by having given me the marks that I deserved but did not receive. When at the end of the term I would ask the teacher why the unjust 75 mark, they would answer: 'Why argue over a few points?' But now is the time that I cannot for-

get, for had I received those few extra points I would have the required 78 average to enter City College. . . . As it is I am an unemployed young man with no future and with a sardonic view upon life."

"It should have been the duty of the grade advisers to ascertain which profession I had expected to go into, and since I knew it as early as the third term they should have guided me into a program to include math, shop, and mechanical drawing, instead of permitting me to take such subjects as languages. . . ."

6. *Teacher and pupil relationship:*

"... now that I see things more clearly and look at life in a sensible wholesome way, the result was not due to history, English and economics texts but a personal contact with a teacher (whose name I withhold for obvious reasons). . . . It was he that brought me to my realization of the futility of my many despairing and morbid moods, which every young person goes through at his or her period of transition. It was his subtle guiding hand that made me see things in a clearer view. . . . It was not because he was a teacher or friend that such helpfulness from him was appreciated, but because he is a teacher *and* a friend. . . ."

"Cut out the red tape and give the students a chance to feel more at home."

"... I can also complain of the obvious partiality of some instructors, whose names need not be mentioned. I can also suggest that the disciplinary department adopt a more just and equitable form of punishment and not play favorites."

"It would have helped me if there was a person or teacher who devoted his time to advising students, not in the cold manner of adding up points and giving the different requirements, but one who really tried to help the individual by telling him how to go about reaching his ambition. . . ."

"The only value I got out of high school was the association with teachers."

"Even more coöperation between student and faculty so that a friendly atmosphere might be created."

"I think that the teachers tried their best to teach us just what was right, and the things to expect after graduation. The fault lies with myself. I did not realize until it was too late just what subjects I should have taken or what clubs to enter."

"... college bulletins should be handed out to students by some member of the faculty whose reputation allows the student to go and ask questions without fear of being rebuked. . . ."

"By having two grade advisers for each term. One for general and one for commercial."

"There is one teacher who really could have been called my guide. My talks with him couldn't have

been exchanged for all the money in the world. And even now the memory of these talks sustains me."

7. *The pupil and self-reliance:*

"I do not think much responsibility is placed on students. We lead a too sheltered life in school and then, when we go to business and have to find out things for ourselves, it is a difficult task."

"Schools should allow the student more individual freedom. It's hardly necessary to have the students submit to hall monitors. . . . Let the student instead of the teacher be the responsible party."

". . . I think that the trouble of our school system lies in the fact that the pupil forms the habit of relying upon the knowledge of his teacher and thus imbibing the prejudices and feelings of his teacher."

"At college I felt the lack of a very important factor, that is, the ability to study. This habit is completely neglected at high school. The assignments leave little to the student's ability. A student is not left on his own. He is pushed, guided on all sides, thus giving him a poor start for future life. The personality of the student should be allowed to develop freely."

"I think the last year of high school should try to make the student more independent so that if he goes to college he can more easily adjust himself to the college routine."

8. *Work and the Student:*

"I wish to attend college but I cannot until I am employed. In order to get a good position, I must attend school, business school, for I was graduated with a general diploma. And in order to attend business school I need a supply of funds. I seem to be the victim of a vicious circle."

"I am engaged to be married and spend most of my time making things for my hope chest. I am also trying to learn the art of being a good housewife."

"Friend quit job. I took it. Factory making hands for wrist watches. \$7 per week."

"I attend school at night. I am completing French. During the day I try to look for a job or else I help with work at home."

"I'd appreciate a great deal if I could be given a job, any job. Thank you."

"I like to travel and have been doing so since I left high school. Since I can't travel in class, I hitch-

hike when I can and ride freight trains when I can't. Of course, I would like to get a job and settle down in New York."

"My mornings are taken up by answering newspaper ads and going to employment agencies. During the afternoon I read, write or play tennis. I try to keep my mind occupied all the time so that I will have no time for brooding."

9. *Miscellaneous:*

"I feel that a high school education is essential. It seems, however, that it does not influence any employer very much."

"In my opinion the school did as much for me as could be expected."

"I think I was guided as well as could be. What I am doing now is no fault of the school system but is due to economic conditions."

". . . before the depression a commercial post-graduate course was not denied to anybody and now, when it is twice as hard to obtain a position, the school turns its back on the graduate. . . ."

"It is very unfortunate that high school teachers cannot express their opinions freely but must give us the boloney as set down in texts."

"I think I graduated too young (when less than seventeen). I mean that the duration of high school should be increased to five years. . . ."

"Here's to a bigger and better Arista."

"We were told that it is up to us to change the world, to make it a better place to live in, but you forgot to tell us how."

We think it is quite obvious from these candid opinions that any attempt on our part to answer the graduates' complaints would be a futile business. We don't think they want any discussion of their complaints; they want jobs and the opportunity to grow up into self-respecting adults. School life, we don't doubt for a moment, can be made more interesting by experimenting with courses and allowing for greater personal differentiation but, apart from preparing students to think more realistically, the school itself remains so far the instrument of an impotent state.

Health Report

According to the N.E.A. study of a large group of teachers, 60.8% select foods to obtain a balanced ration; 64.5% get plenty of sleep; 42.8% spend considerable time outdoors; 34.7% take daily

exercise; 36.3% find time for brief periods of relaxation during the day; 58.9% allow sufficient time for eating.—FREDRIKA MOORE, M.D., in the *Massachusetts Teacher*.

Quelling a "Class of Babel" by a Unit on FOREIGN CULTURES

By ADELINE MAIR

A NINTH grade class of relatively high I.Q., composed largely of children of foreign birth or extraction, was thought to have a very antagonistic spirit. Thirteen different nationalities and as many heterogeneous backgrounds were rubbing elbows with one another daily, and the friction from the contact was gradually growing more and more acute.

One particularly combustible little Cuban girl was constantly flaring up at a Russian Jew who sat across the way from her. A rather pugnacious Irish lad found himself continually at sword's point with a would-be orator from the land of Demosthenes. An Italian and a German boy were oft moved to argue bitterly over the relative merits of Hitler and Mussolini. And each one in the class was constantly vying with the other for supremacy.

How was this situation to be handled? There is a saying that through understanding comes tolerance.

If we could teach these children to understand and appreciate the contribution that each nationality represented in the class had made to modern civilization, and the vast importance of each one in the amalgamated scheme of American life, perhaps we could engender a less antagonistic spirit in the

group. At any rate it was a challenge and worth trying.

What are some of the things that appeal to boys and girls of this age? Love of adventure, wander-lust, and hero-worship! These interests then should be capitalized.

We decided to transform our room into a travel bureau. We made arrangements with the local agents and off we went to inspect the travel bureaus in town and to collect information for the organization of ours.

One thing that made a great impression on the minds of the children was the elaborateness and intricacy of the modern travel pamphlet, designed to lure you away from your fireside. One in particular, on Germany, consisting of twenty-eight pages, showed the great contributions that the German nation has made to the world—in the past.

The following day it was decided that everyone in the class would make a travel pamphlet. A census was taken of the different nationalities represented and a long list was made on the board of the contributions that each country had made to civilization. Each student was to include in his pamphlet at least five contributions of his ancestors.

The next morning brought a deluge of material for our travel bureau.

One Czechoslovakian girl brought three hand-woven and hand-embroidered scarfs made by her grandmother. An Italian boy brought some ten-cent copies of Fra Angelico's and Raphael's work that his father had had pasted on the wall, and an Italian girl contributed two beautiful pieces of old Italian pottery.

After these were arranged around the room, we discovered that the material offered

EDITOR'S NOTE: *Apparently a miniature world war was developing in the ninth-grade class of which the author writes. A classroom in which no less than thirteen nationalities were in growing conflict represents an interesting problem. And interesting, too, is the author's solution. Miss Mair teaches in the junior high school of Summit, New Jersey.*

by our school library was far from adequate, so we visited the town library. There we found a wealth of information, and to my surprise I discovered that some of the students were somewhat sulkily helping others find information.

By this time a few of the parents had become interested and I asked the pupils to invite them to tell us of their countries.

I shall never forget the morning that Max appeared with a white-haired, red-faced, old gentleman on his arm, his grandfather, who had come to tell us in strongly accented English of his days as a toy-maker in Germany.

Many other things were needed for our travel bureau besides pamphlets. Large posters, flags, coats-of-arms, maps and charts were made.

Many of these things had to be made in groups, and in their eagerness to contribute something to the common cause, many of the boys and girls forgot their petty differences. This was particularly true in the making of the pamphlets, where they discovered that they needed one another's help in securing information and one another's coöperation in using the same books.

One committee in the class decided that it would make a large frieze showing America standing in the middle with outstretched arms, and on either side figures representing the different nationalities and the contribution that each one has made to our country.

Shakespeare represented England's liter-

ary contributions, the music of Germany was portrayed by a figure of Wagner, and there were many others. I suggested that perhaps the Statue of Liberty might be used as an idea for America, but the chairman of the committee had different ideas and Miss America finally turned out to be a combination of Elizabeth Arden and an Atlantic City bathing beauty.

The unit reached its culmination with a pageant to which all of our friends and parents were invited. The frieze showing the contributions was used as a background. A little fair-haired girl represented America, and as she pointed to the different figures the stage would darken momentarily and then a scene representing the country was presented.

Among them were a Russian dance, coached by an older sister of one of the students; a scene showing famous Italian paintings with an explanation of each; and a group of German songs by representative composers.

Through this type of activity program we all discovered the necessity of working together and of helping one another if we were to succeed in accomplishing one common objective. I feel, too, that from the choice of subject matter there was developed, if not an actual appreciation, at least a knowledge and respect for the contribution that each nationality in the class has made to modern American civilization.



Teaching Tolerance Major Problem in 1939

By J. W. STUDEBAKER, U.S. Commissioner of Education

Teaching tolerance is a major problem of 1939 for American education. I congratulate the New York City Board of Education on its recent action to promote school assemblies and instruction in general leading to racial and religious tolerance and understanding.

I commend the action of the New York City Board of Education to the attention of school boards throughout the nation.

It would be a serious error in judgment to assume that the people of the United States must defend themselves only against the military and economic pressure of totalitarian states. It is quite as important that we strengthen the defenses of our democratic ideas and practices against the inroads of the doctrines which are so thoroughly lacking in both scientific and spiritual justifications. To under-

(Continued on page 304)

Boulder Junior High Schools' concrete plan
of coöperation with home raises a question:

What's Wrong with the PTA?

By DOUGLAS S. WARD

PARTICULARLY in the secondary school there has been widespread frustration concerning relations between school and home. Everyone knows that we aren't doing anything significant about this problem and no one doubts that we are thus committing an educational sin. We are admitting our inability to get to the heart of the problem.

The Parent-Teacher Association movement has more often acted as a palliative than a remedy for the isolation of home and school. Attacking the problem from the wrong end, it has served chiefly the social instincts of parents and teachers. Before its program can be effective there must exist a foundation of understanding between home and school on which to build friendly relations.

The present situation is much as if the school began its program with a grand party for everybody, with a between-times declaration that something really should be done about getting *busy* at some of the tasks for which schools exist, but never did anything about dividing the group into workable units and getting down to work. Absurd though this is, it is essentially what the par-

ent-teacher groups have been forced to do.

Every such association spends considerable time talking about home and school coöperation. Both parents and teachers are anxious to *do* something about it, but seldom find a very solid basis upon which to coöperate.

A group assembles for a PTA meeting. Quietly, each person takes a chair, waits for the meeting to begin, and after an ordinarily too-long formal session with an "outside speaker" as the main attraction, there is a rush for the exits. If food or square-dancing is the bait to force prolonged attendance and the hoped-for "getting acquaintedness", it is very improbable that the parent will have a chance to discuss anything of real importance with even one teacher, much less eight or ten. There are a great many things one hesitates to mention in a circle of a half-dozen strangers, no matter how much the parent desires to talk with teachers. The contacts between teachers and parents are thus reduced to the most general of the "I'm awfully glad to know you" variety.

Only the myopic would hold that this state of confusion is due to parents or to Parent-Teacher Associations. This organization has grown up outside the school and is largely carried on by parents themselves. It is a protest against the failure of the school to accept this part of its legitimate responsibility—the bringing about of an understanding of the school's program on the part of parents.

Leaning over backwards, a few schools have insisted that teachers visit the homes



EDITOR'S NOTE: *Mr. Ward, who is principal of the junior high schools of Boulder, Colorado, believes that secondary-school Parent-Teacher groups have attacked their problem from the wrong end. He states that the program explained in this article is the most far-reaching innovation that he has heard of in the field of parent-teacher relations.*

of children. Seldom do teachers go about this task with anything but dread. By disposition and training they seldom possess the qualities necessary for social-service work. The poorer parents are often ashamed of their homes and resent the intrusion of the school. Loathing by teachers, and increased antagonism on the part of parents is the usual result of this practice.

An attempt to solve the problem is being made by the junior high schools of Boulder. They have experimented successfully with a plan of parent visits to the school.

Parents of students in one seventh-grade class were given individual appointments, by personal letter, for a certain day at two o'clock. Students who ordinarily met the interviewing teachers were also excused at two o'clock. The same number of parents as there were teachers who met this particular class were invited for one session.

As parents arrived at the school entrances, they were taken to the principal's office by individual student guides. There the plan was briefly explained, and each guide then took a parent in tow and followed a previously-arranged schedule.

The parent went next to a teacher for a private interview. After seven minutes a buzzer rang in each room, followed about thirty seconds later by a guide rapping on the door. The parent was then taken to the next teacher on the schedule, and this procedure was repeated until all the teachers whom the child met in the school program had been interviewed by his parents.

The normal junior-high-school program involves eight or nine teachers. Together with advisers it is possible to interview about ten parents in a little over one hour. Short though the seven-minute interview is, we have found it reasonably satisfactory in most cases. If serious problems need to be discussed an appointment for another time can be made.

Before the interviews teachers looked over the personnel, test, and scholarship record of each pupil to be discussed. They

had decided that it was absolutely necessary to point out particular elements in each child's adjustment to the school which needed improvement. They felt that otherwise the interviews might easily result in mere expressions of mutual admiration.

One parent remarked after her interviews that for the first time she had received specific suggestions from teachers as to particular weak spots in her child's development. Previously, she said, teachers had uttered nothing but praise, doubtless because there were others listening in.

Response to this experiment is unanimously and enthusiastically favorable—something unique in parent-school relations. All of those taking part feel that the plan has fulfilled a need which never before has been met. Both schools have extended the experiment which started with a single seventh-grade class to other classes.

Teachers agree that future interviews should probably be carried on after regular school time. It was necessary to dismiss over 200 children at each school to free interviewing teachers. Teachers feel that this is not justified and are willing to spend the extra time for after-hours interviews.

This procedure may not be the *best* for carrying on, as an integral part of the school program, the creation of a basis for mutual understanding and respect on the part of teacher and parent, but it is proving workable and productive. Whether this plan or some other is adopted is not important. It is vitally necessary, however, that *something* be done—that every school make an effort to improve parent-teacher relations.

The school has dodged this part of its responsibility long enough. Waffle suppers, minstrel shows to raise money for a new curtain, standardized committee reports, and lectures have their place, perhaps. But they can never take the place of individual, private talks, planned as a regular part of the school program, between young America's mistrusted parents and their misunderstood teachers.

North Bend High School's new type of examination—one question per course:

HOW'M I DOIN'?

By
L. C. WRIGHT

THOUGH CHILDREN hunger for knowledge and ask countless questions in quest for it, it is a known and impressive fact that when American parents ask their children, "What did you learn today?" an evasive answer or an "I don't know" is accompanied with a yawn as if of great fatigue.

In the greatest of American industries participants move about aimlessly. Directors of the great industry try to force pieces of raw material into the wrong moulds, instead of shaping them or using them as Nature shaped them—for new and better purposes. The pieces, themselves valuable because of their peculiar powers of resistance or vibration, are shorn of these powers and soon weakened to conformity and passivity.

With a desire to discover and increase the powers peculiar to each piece of raw material, we in North Bend conducted an experiment that may serve as an eye-opener to such factory workers.



EDITOR'S NOTE: *The author, who is superintendent of schools in North Bend, Washington, writes: "We have taken a new step in an effort to get away from the old type of examination, and at the same time enlist the interest and the coöperation of the students. They have responded in such a way as to make us believe that they like it. Their minds are opened to great possibilities instead of closed by fear that they cannot answer teachers' questions. At the same time, this new examination allows teachers to gain entrance into the students' inner thoughts and their natural tendencies—good and bad."*

Instead of examining pieces solely from the view-point of the laborer's limited knowledge, let's explore the inner make-up of each piece. Let's find which way the grain runs. Instead of asking, "Can you fit my ideal?" or, "Can you answer the questions which I think important?" why not ask, "What ideal can you fit?" "What peculiar properties are innately yours and what ones have you acquired?" Possibly the skilled laborer will become a vibrant youthful learner again by reason of what he finds in the make-up of the various untried pieces.

Instead of asking what children do not know, our teachers have decided to inquire about what they do know. Each semester examination of our high-school students consists of one statement: In your very best thought, style, and form, write a thesis on the subject, "What I Have Learned this Semester". Do not make claims without following them up with information or illustrations that will show us that you really do know.

Teachers have learned much. Students have accepted the responsibility of weighing and evaluating their learning as never before. They plan throughout the semester, and sort, select, and prepare quantities of material with extreme care, hoping to merit recognition by teachers and fellow-students. Some students—probably most of them—reveal themselves as conformists. There are those who are wedded to the text and hew to the line as though valedictorian rating were their sole interest in life, and there are those who seek satisfaction of the teacher that they may receive passing grades. This group is gradually diminishing, however, as grades are no longer used and bits of orig-

inality and applications of learning are lauded by the teachers.

Most students first take pride in the originality of the form of their product. Underclassmen tend toward extremes, even verging upon gaudiness at times. Upper classmen type their theses and usually provide original cover designs, rather simply but thoughtfully executed. Some students have printed much of their work on a small school press, and some have printed their entire theses.

The quantity of material produced is much greater than under the traditional plan of examination, and in many cases the technical portions taken from texts are dwarfed by a great amount of material gained through library reading and individual exploration. More and more students are seeing how to incorporate their own reactions to what they learn into the subject matter of their theses, and this furnishes invaluable material for teacher understanding and student guidance. In fact, the surprises and precious bits of inside information that a teacher runs into make these papers so valuable that they are alphabetically arranged and bound together, and preserved for future guidance work—a real contrast to the old grind of scanning papers, fictitiously marking them, and filing them in the wastebasket.

Diagnosing the general student reaction, one notes first that most papers breathe a note of happiness—a contrast to the panicky note of fear that used to influence the results of the teacher type of examination.

A Freshman boy says, "When I looked over what I did, I thought I didn't get anything out of English, but when I took a second look, I found that my vocabulary has increased and my English is a lot better than it was at the first of the semester."

A Sophomore girl, considered a poor student, gives abundant illustrations of Latin learnings and then says, "Latin, this semester, has been fun. It reminds me of working puzzles. It isn't hard if you don't let it

slide." How much better that she discovered this and voiced it rather than heard her teacher say it.

A Junior boy, of none too studious habits: "I chose 'The Influence of Immigration upon U. S. History'. This has been a very interesting project and I have learned many things which will undoubtedly be of use to me in later years. I have taken real interest in my work this year and I hope to do as well if not better next year."

And a Senior boy says, philosophically, "It is said that time passes quickly when one is doing something he enjoys. When I say I enjoyed my four years in high school, I mean it to the *n*th degree."

Second, it is observed that students do not begrudge the fact that they cover vastly more ground, do more work, and produce greater quantity when permitted to blaze their own trails by selecting their subject matter. In fact, they tend to boast of the additional work.

A poor student reveals to us, "This semester in history has been fun, and not only work—I mean it's been fun working on projects we wished. History is my favorite subject because we may choose whatever we like to study." Then he informs us that the subjects he chose to attack were "Government and Business" ("This subject was very interesting because it is one of our largest problems today"), the "Versailles Treaty", and "Safety Education".

An outstanding student says, "The last six weeks in history have proved to be most interesting and the ones I got most out of. I wish I had picked my own history topics all through the semester." A girl says, "Before, I have never cared to study history, but since I have been able to study what I want to, I like it much better. The subjects I have followed are 'Government and Business', and 'The Early Development of our Economic System'."

The president of the student body says, "By studying these projects, I know that I have gotten more value out of U. S. History

than I would have had we followed the text. I studied the things I was most interested in, and, as a result, I have done better jobs of them."

Many indicated that they had been conscious of reaching definite goals, and some showed that they had set up goals for themselves before the semester began. A Senior girl says, "This semester I set out to accomplish four things. . . ."

A Junior boy says, "I am not a good speaker but I still have the hope that maybe some day I will have enough courage to give a speech of which I shall be proud. I think everyone needs to know how to get up in front of an audience and give a speech and be able to walk off the platform feeling that he has accomplished something. I have only had this feeling once, and, take it from me, it sure makes you feel good."

Another Junior boy: "To summarize—this semester I have been studying to be more interesting. I have been trying to make my oral and written work more worthwhile. As I write this, I feel more and more that I have really gotten something valuable out of this semester's work."

A Sophomore girl: "The most important thing I learned was how to stand and walk correctly. I have been practicing correct posture because I really want to improve."

And another: "I have learned to coöperate with a group."

A Sophomore boy says, "I think geometry has made me a better reasoner and a clearer and more logical thinker in all fields of thinking."

And a Senior boy, "I have learned how to give a talk with pretty good poise and in better English. I think I have a lot better audience appeal than at the first of the year."

Tendencies toward original explorings are not only enlightening and thrilling, but they give us a new faith in youth.

One boy designed a theme drawing, made a linoleum block cut of it, and printed enough sheets to contain his thesis, typing

his subject matter neatly over the drawings. One girl related her learning in a conversation between a teacher and a class discussing regular subject matter. Another printed her entire thesis in the form of a news sheet, with new learnings and studies presented as news columns and feature articles. A boy had his inspirational address recorded, and two records accompanied his voluminous and well-prepared thesis manuscript.

A girl muses: It is during the first of the year 1938. All is chilly without, and trees and bushes are sleeping. I sit and read the newspaper for details on "Business and Industry". I come across an article, "Foreign Trade Brightens Up". This gives me a warm feeling and I read—and search for more . . .

Next year's student president says, "I haven't a fancy cover for my thesis, but it isn't the cover that makes a writing a masterpiece, it is what is inside the cover", and then he begins his physics story:

A. Purpose:

To gain fundamental knowledge of physics.

To see if I shall like it enough to take engineering at college.

B. Materials and Apparatus:

One Junior Boy of average intelligence.

One physics text by Dull.

One section of the library devoted to physics books.

One well-equipped laboratory.

One physics instructor.

C. Procedure:

Mix well and watch for developments.

D. What was gained by the Junior:

(Here is a number of pages devoted to force, motion, falling bodies, machines, etc.)

E. Conclusions:

The Junior liked physics very much and should like to take an engineering course in college.

Educators of the old school insist that children should be forced to take "the bitter" lest some day they know not how; we should learn to like castor oil now, knowing that most folks will sometime find a need for it.

There is every evidence that children coming from well-regulated homes have learned to stick with a duty even though it proves tedious and seemingly unending. These students, as we have already shown, are not afraid of quantity nor of difficult entanglements.

Most youth would be adventuresome if we did not insist upon their learning to conform, if we did not break their spirit by trying to compel them to work upon a level not their own.

One of our girls says, "Physics held my interest mainly because I had to work so hard to get anything out of the subject. I don't think girls should take it unless they are intensely interested in it." A Senior boy says, "Though physics has been rather hard and trying at times, I wouldn't have missed it for anything." Another says, "As for physics, it was one of the most interesting, fascinating, and exacting subjects I have ever taken."

Of English, a Junior boy says, "English is my hardest subject and I believe I have accomplished quite a large amount of work this semester. In studying English authors I first read and reported on 'The Outline of History', by H. G. Wells, 'Cargoes', by Masfield, 'Barrel-Organ', by Noyes, 'Buried Alive', by Arnold Bennett (he names many others). In this six weeks I was fortunate enough to study the most interesting subject I have ever taken."

Most promising of all are the themes that indicate that students are reaching up to the level of the teacher and are beginning to appreciate efforts to provide a fuller life for students—an effort to make school represent real life, instead of a preparation for life.

Two active and original Senior boys well illustrate this nice merging of youth and adult thinking:

"Thanks to the Achievement Program, I have developed the ability to organize and give speeches. Due to Free Day, I have learned to use my initiative and plan, or

budget my time. Being allowed to choose my own topic for study has allowed me to prepare myself for college by emphasizing my biggest interest, Radio. If it had not been for this system, I should still be in a rut doing just what teacher told me and not doing any thinking myself."

And the voice of the Valedictorian: "Seldom is it that the teachers allow such familiarity on the part of the students, enter into student activities, pal with students, tolerate 'cracks', and make an honest effort to psychoanalyze the individual student and help him find his way . . . a school that teaches them to plan their work, to organize, to use the English language effectively, to develop a personality, and to *think*."

Let contemporary educators who fear that students are not adequately measured look back to the time when so many students sat listlessly during class, abhorred the detailed examinations, cheated to prove a knowledge not their own, and were finally given a better grade than they deserved to satisfy the conscience of a poor teacher or an influential patron or board-member. And then let them open their eyes to the happiness of our *reaching* children, the quantities of work that they produce on their own power and initiative, and the greatly increased calls upon teachers as companions and guides.

The daily work of these students is adequate proof of acquisition of subject matter. These projects bespeak a new power. Our children may be missing something that we once thought valuable, but they are getting so many more things that they now think valuable, they are doing so much more, and they are so much more alert and coöperative, that we feel certain they are superior, in acquisition as well as in personality, to the children we once bribed and threatened as we administered what we thought to be proper nourishment. And, best of all, we teachers have felt the joyous throb of adventure and have seen new fields to explore and conquer.

We Label Our (Wellesley Junior High School's 7 Electives) ENGLISH COURSES

By
JAMES S. THISTLE

THE JUNIOR high school at Wellesley, Massachusetts, offers its pupils several different courses in English. These courses are called: The Speech Arts, Special Books and Short Stories, Creative Writing and Journalism, Word Study, Conversational English and Letters and Letter Writing, Free Reading, and General English.

Pupils are given freedom in the selection of *one* of these courses. Before choosing their courses, however, the pupils read statements descriptive of each course and have individual conferences with teachers in which they are given guidance in making wise selections.

The purpose of differentiating English is to vitalize it and motivate it in accordance with the pupils' needs, interests, and aptitudes. We find that a new and desirable emphasis is given English by the very psychology of giving it special names.

The Speech Arts. The course in Speech Arts provides a special opportunity to vitalize English through the medium of debating, dramatics, platform speaking, and panel discussions. No longer can the teacher of English claim she cannot take the class time to develop a play, when the very require-

ments of the course call for dramatics as one of its integral parts.

It should be stated at the outset that each of these varied English courses closely correlates composition, grammar, spelling, and handwriting with the special feature of the course, whether that feature be Speech Arts, Special Books and Short Stories, etc.

For example, in Free Reading the composition work grows out of the books that are read; the spelling, the words found in the reading. Creative dramatics, debates, and speeches prepared by the pupils themselves become direct sources of useful grammar. Converting a story into a play, as a group or individual project, provides many opportunities for teaching punctuation, grammar, spelling, and good diction.

The fact is that debates, symposiums and dramatics may be the most genuine, practical, and valuable kind of English that many children could possibly be given.

The Speech Arts also promotes a new interest in reading. The pupil must consult reference works, magazines, newspapers, and books if he is to participate in debate and discussions, or prepare special speeches.

We believe that the time spent in writing speeches for public presentation should, for the most part, be done in the English classroom, and should receive due credit. Why should pupils be asked to participate in a public-speaking contest as a so-called extra-curricular activity? Is not this just the sort of thing that should be *regular* and not extra?

The course in Speech Arts uses public speaking, elocutionary effects, debates, discussions and dramatics not as occasional

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EDITOR'S NOTE: *This innovation was begun last year by the Wellesley, Massachusetts, junior high school, which has 650 pupils. Mr. Thistle, who is principal of the school, writes, "I am convinced that if the subject of English is really to be vitalized, its external form must be changed as well as its internal organization."*

devices and spurs to greater interest, but as genuine instruments of instruction.

Under such a conception of English the teacher's very psychology is changed. Her attitude is receptive, her viewpoint altered, and her methods of presentation reversed. She is now giving English a meaning that it did not have before.

The pupils in this teacher's classes are bound to become more attentive to their speech because good speech is the chief objective of the course. They are led to see how powerful a force is the ability to speak convincingly.

Free Reading and Special Books and Short Stories. In grade seven the course is known as Special Books and Short Stories rather than Free Reading. The reason for this is that in grade seven the selection of books should be guided more closely by the teacher. Hence the use of the term "Special Books".

The word "Free" in Free Reading signifies pupil choice, enjoyment, and appreciation. The field is not limited to Shakespeare, Scott or Milton.

If one of the objectives in our English courses is to inculcate a love of good reading let us not stifle that love by compelling youngsters to read only the books on the so-called authorized list. Such a policy can produce a hatred for English rather than a love for it.

Some may have doubts about the desirability of building a well-rounded English course on Reading. But why not! Grammar, spelling and writing can have their basis in good reading. Composition work can grow naturally out of the incidents in the story, the characters, the author's and the pupil's appraisals.

So many thrilling stories in book and magazine are on the school market today! Many of the incidents in these stories touch the lives and interests of our boys and girls. What an opportunity to capitalize these interests for genuine learning situations! And are we sure that plenty of good reading

will not increase the vocabulary as effectively as anything we have done before in the traditional way?

Teachers report that about one half the class time in this course is spent on silent reading, the remaining time on related activities. A record of books read is kept by each pupil and by the teacher, in a card file. Pupils enter such facts as name of book, author, publisher, date reading was begun, date ended. Pupils keep comments of from one to three sentences concerning the book and their reaction to it.

Written reports are required on all books read, but oral reports are not required on every book. The report must give the listeners a good idea of what the book is like. It must be told in such a way as to make them want to read it, without telling so much that they do not need to read it.

Word Study. The course in Word Study specializes in the meaning, spelling, pronunciation, and use of words. The dictionary is one of the chief books used. Each pupil has his own dictionary and must use it almost daily.

The fact that the course requires extensive use of the dictionary tends to get pupils into the habit of using it without too great effort. As many young persons would rather misspell a word than look it up, the course in Word Study aims to make the dictionary interesting by pointing out many of its useful and practical features.

The grammar approach comes about naturally through the curiosity and interest aroused by use of words encountered in special workbooks, stories, poems, discussions, and extensive dictionary use. The abbreviations beside the words in the dictionary are also very helpful in arousing curiosity concerning parts of speech. And what fun can be had with homonyms, and words spelled the same way but with different meanings!

New words found in literature readings are added to the pupil's word list, and a conscious effort is made to use them in written and oral expression.

Correct pronunciation takes on a new interest and pleasure when the diacritical marks are well understood. Choral speaking is introduced to perfect pronunciation and enunciation. In the process of choral speaking many literary gems are memorized to the lasting enjoyment of all who participate.

Books are read and reported on, as in other courses, and literature readings and composition form an essential part of the work.

Creative Writing and Journalism. For those who have some talent for writing and who desire to develop it this course is especially designed. There are many prodigious readers in this course. Their reading has stimulated their imagination and they desire to create stories of their own. Some of them are looking forward to writing as a career. The teacher expresses the hope that this year she may be able to have a few short stories and plays submitted to junior level commercial magazines.

There is also our own school magazine, *The Phillipian*, for which many in this course write. In addition, the Creative Writing class is engaged in the making of a class newspaper; the writing of biography or autobiography, suitably illustrated and put in booklet form; the keeping of a class notebook containing the best written work of the class, and the writing of a weekly column in the town's newspaper.

This column is a source of great practical interest, as a different pupil writes the column each week and it appears under his name. It contains school news and personal interest items.

Newspapers and magazines furnish journalistic features of practical scope. Pupils find some of the most thrilling and descriptive pieces of writing in daily papers, and in addition, the teacher has the rare opportunity of indicating to boys and girls how to get the most out of the daily paper.

The use of certain magazines gives additional incentive to reading and discussion, inasmuch as they are different from the

customary textbook. We venture the assertion that in the hands of a skillful teacher the newspaper and magazine could be made even more vital instruments of instruction than the usual school textbook.

Of course it should be understood that this type of journalism course, with magazines and newspapers as source materials, will serve as a stimulating type of training in composition, rather than as a preparation for professional journalism. Who knows, however, but what some special few in such a class may find just the kind of inspiration they need to pursue writing or journalism as a career.

Conversational English, Letters and Letter Writing. Since conversation offers the average person his main opportunity for oral language, much time is spent, in this course, in informal conversation about personal interests and experiences, events seen, heard and read about, books read, common etiquette; in telling anecdotes and stories, expressing opinions, giving instructions and directions, informal discussions, announcements and interviews.

The importance of being a gracious and interesting conversationalist is pointed out and various devices are used to put pupils at their ease, to get them to talk naturally.

They are encouraged to remain seated when talking in the English classroom. They are arranged into several groups, in accordance with their interests in a particular field.

The different groups are allowed to converse quietly for the purpose of stimulating conversation among the individual members, and for the purpose of clarifying their views in order that chosen spokesmen from each group may later present facts and conclusions to the class as a whole. Thus is engendered the conversational attitude.

Members of other groups ask questions and further amplify the subject matter under consideration. The panel discussion type of conversation has a splendid opportunity for development and use in this course.

Letter writing forms the bulk of the average person's writing. It is therefore the basis of the written work in this particular course.

Some of the great letters of literature are read and studied. Discussion of their content forms the basis of oral work. The business, friendly, formal and informal types of letters are thoroughly studied and used. Through the medium of the exchange columns in the school magazine, and in other ways letters are sent to other schools and persons.

Legibility, neatness, and improvement in handwriting is stressed in this course—and indeed, in all courses. In fact, the entire faculty has decided that the only way to bring about good habits in spelling and handwriting is for every member of the faculty to insist upon these practices in *every* subject, as well as in English.

General English. In order to provide a type of English that appears more in conformity with traditional practice, we have the course known as General English.

There are still some parents who feel that the special features described in the other English courses will not serve their children as well as the "regular" type English. They seem to have the notion that the specialized courses will not deal with the so-called "fundamentals" as thoroughly as they should be dealt with. They say that time taken for the featured part of the course—dramatics, word study, journalism, etc.,—detracts from drill in formal grammar, and composition.

The position of the school, of course, is that these special features enhance the grammar and composition opportunities. Schools everywhere, from the earliest times, have been drilling and emphasizing grammar and composition, but year after year they have heard from the teacher of the next higher grade, and from parents, too, that the children do not know the "fundamentals". Is it not time, therefore, that we tried some other methods of securing more adequate knowledge?

It may be that we should decide that formalities and technicalities should have very little place in grades below the tenth. For example—In grades eleven and twelve pupils are invariably subjected again to the technical grammar that they had from grade seven up. Why? Because they have not retained it. Then why not wait until the more matured mind of these later years can comprehend more readily and effectively the technical aspects of grammar?

In grades below ten, why not give unhindered expression to *ideas*, freedom to the *imagination*, enrichment through *reading*, and *enjoyment* in doing some things that pupils like to do?

Then would come the knowledge on the part of boys and girls that English is more than form! They would know it as a vital, living subject that touches their lives in varied ways. It is this changed attitude toward English that we are striving to bring about through our specialized courses.



English Teachers Need Experience in Other Jobs

The most important thing for English teachers to do as part of their preparation is to get a job or jobs in some entirely different field for a year or more, Dr. Malcolm MacLean, director of General College, University of Minnesota, said at the convention of the National Council of Teachers of English, held in St. Louis November 24-26, 1938.

"English teachers more than most should have an experience of life outside their jobs," he said,

"because it is their task to interpret all the many aspects of human life as seen through the eyes of writers. We English teachers tend to spend twelve years in school, transfer immediately to college or university, go from that into graduate school, and thence directly into teaching. In consequence, an abnormally large proportion of our lives is devoted to vicarious experiences instead of real. Little wonder that our teaching of literature is unreal."

TYPEWRITING *for* EVERY PUPIL

By
MARY D. WEBB

THE COMMERCIAL department in our high schools has three distinct services it can render to the community.

Every citizen should be an intelligent consumer, have a sound, elementary business training, and be able to typewrite accurately. Through courses in consumer education, elementary business training, and personal typewriting these three needs can be met. Much has been written about the first two services, and much can be said about the value of a course in personal typewriting.

In many schools pupils who do not intend to take the shorthand course are not allowed to enroll in the typewriting class. Is this fair to the much larger per cent of the school who are taking an academic course?

One writer has said, "Typing is rapidly becoming a necessity, in recognition of the fact that it is the most efficient tool for

written communication."¹ Another writer states this fact in stronger language, "In short, aren't we rapidly coming to the stage at which the ability to operate the typewriter rapidly and accurately *for personal use* will be considered the border line of literacy? The person who can't operate the typewriter fairly well will be in the same class as the man of former days who could read print, but not longhand."²

One of the reasons for the slow advancement of personal typewriting in the elementary schools is the expense. But the expense of offering personal typewriting is not great in the high school where there is equipment for the vocational classes.

In many schools the typewriting room is vacant several hours a day, and in many schools a large percentage of the vocational classes are there because they want to learn to type for their own use. By taking these pupils out of the two-year course in vocational typing, there will not need to be as many classes for the vocational work. From two to four times as many people can take personal typing as can take vocational, because of the difference in time devoted to the two courses.

The same textbooks can be used in all classes. Most of the new textbooks, while written for vocational typing, include personal typing problems, so the problem for the personal typewriting class becomes one of selection and omission of material. There are one or two personal typing books on the market, if one prefers this type. However, it is not necessary to have an entirely different book for the two courses.

EDITOR'S NOTE: *In all of the talk about changing the high school offerings to meet the changing needs of today's pupils, there has not been much mention of the growing need of our young people to learn typewriting, not as a vocational skill, but a personal necessity. In the author's opinion, high schools that limit typing instruction to commercial students are like the people who thought that the automobile would never replace the horse. The typewriter is replacing the pen, and every high-school pupil should be allowed to learn typing. The author, who suggests a program for that purpose, is assistant professor of student teaching in commerce, State Normal University, Normal, Illinois.*

¹ Cooper, Octavine, "Teaching Small Children to Type", *Nation's Schools*, 18:23-26, November, 1936.

² Leslie, Louis A., "The Border Line of Illiteracy", *Business Education World*, 17:456, February, 1937.

Typewriting for everybody! Why not? There are five groups of people in our high schools who need typewriting:

First, the person who wishes to use typewriting in his high-school work, both academic and extracurricular; second, the person who sees the advantage of typing personal and business letters and other material in his home and social life; third, the pupil who is preparing for college; fourth, the person who may wish to use typewriting in occupations where typing ability is not one of the most essential qualifications; and fifth, the person who wishes to use it for the purpose of making a living.

How many pupils in the average high school today do not come into one of these groups?

Extracurricular activities are becoming more and more important in our high schools. They are considered important enough in many schools to be given a definite place in the regular program during the school day. If these clubs and activities are worthwhile, pupils must be trained to handle all the work themselves.

The school paper demands reporters, whose work can be set up in a much more usable form if the reporter is able to typewrite. The final copy for the printer must be typed. Or if the paper is to be mimeographed, stencils must be cut.

All clubs have secretaries. If these individuals are able to typewrite, much better records of the meetings can be kept. Debate notes are much more legible if typed. The script for parts of plays can be typed for dramatics. Typed notices for the bulletin board are much more businesslike and important-looking.

And then for use in regular class work: there are themes, notebooks, outlines, and book reviews, which are more quickly written on the typewriter than by pen and are much more acceptable to the teacher.

A great many people find it difficult to keep up their personal correspondence. If the individual writes on the average, twenty

words per minute with a pen, ten words per minute could easily be saved by writing on the typewriter.

Letters of application, letters of recommendation, and other business letters are often important enough so that a carbon copy should be saved. Many housewives find it very handy to have a typed recipe file. There are notices of meetings to be sent out on postal cards; there are programs to be made; there are envelopes to be addressed. In fact, a person finds many things to do in the home and in his social life, which can be done much more effectively on the typewriter.

An experiment carried on under the auspices of the Carnegie Foundation was conducted to determine the effect of the use of the typewriter on marks and on scholarship in college. Three facts were discovered by this experiment:

"(1) The average typewritten paper will receive a mark approximately $1/10$ of a grade point higher than would the same paper in average longhand, because of the effect of typewriting on the scorer, (2) the use of typewriting is responsible for an improvement of $5/10$ of a grade point in actual over forecasted scholarship, (3) the student who does his written work on the typewriter thus enjoys an advantage which cannot be ascribed to the effect of a typewritten paper on the person scoring the papers."³

"A second advantage that can be attributed to the use of typing is better appearance and increased legibility. Not only does typed material make a better appearance than handwriting but there is evidence that it is actually higher in quality."⁴

It is certainly true that typewritten papers show up the mistakes in spelling, in grammar, or in English very quickly. Faulty and illogical conclusions glare at one when he is analyzing his work. Time can be saved,

³ White, Bruce, "Typewriting as a Factor in College Success", *School Review*, 43:374-8, May, 1935.

⁴ Bown, R. F., "Vitalizing the Junior High School Curriculum Through the Use of the Typewriter", *Education*, 56:608-13, June, 1936.

if the person is trained to think as clearly with the typewriter as with the pen. In many colleges term papers and theses are required to be typewritten. Considerable expense can be saved if a student is able to type his own papers.

Many people have been forced to learn typing later in life, because they have found it necessary to the life work they have chosen. Many of our authors have discarded the longhand way of writing their manuscripts, and instead sit down at their typewriters and write their own material.

"According to a recent newspaper interview, Mrs. Pearl S. Buck, the author of 'The Good Earth', devotes about three hours in the morning to turning out original composition at the rate on the average, of twenty to twenty-five words a minute. And this, mind you, while using but one finger of each hand, which certainly is not to be recommended."⁵

A person in charge of a small business often finds it necessary to typewrite his bills, statements, etc. Of course, he can use the "hunt and peck" system, but how much time might be saved if he knew the touch system, even though he has little speed in typing.

The fifth group of people we have long recognized as those for whom our typing courses were organized. But there is a question in the minds of a great many people as to whether typewriting should be taught as a vocational subject in many of our small towns in farming areas. How many of the graduates of the vocational course are actually earning their living by using the typewriter? This is a question that should be answered in each community by a check-up of its graduates.

Perhaps in many schools the course in typewriting which has been taught as a vocational subject could have been taught to twice as many people as a non-vocational subject, with the same costs and equipment.

⁵ Editorial, "The Wider Use of Shorthand", *The American Shorthand Teacher*, 13:67-8, October, 1932.

In schools in business areas there is still need for a two-year vocational course in typewriting.

Dr. E. G. Blackstone says, "The ability to typewrite has come to be almost universally needed, not only by the person planning to enter business but by every person, in every vocation, from junior high school days or even earlier, on through life."⁶

When should the course in personal typewriting be given? Many people are advocating it in the elementary school.

In the two-year period from 1929-1931 an experiment was carried on by Professors Wood and Freeman. "The main purpose of this investigation was to study the nature and extent of the educational influences of the portable typewriter when used as a part of the regular classroom equipment in the kindergarten and elementary school grades. It cannot be too much emphasized that we are concerned with an educational investigation and not an investigation of typewriting as an end in itself."⁷

"Children who used the machines composed a wide variety and a large quantity of stories, letters, book reports, accounts of field trips, and comprehensive group projects. Furthermore, their work in other subjects, such as arithmetic and geography, showed clearly the favorable influence of the typewriter."⁸

This experiment has received very unfavorable comments by many thinking principals and by commercial teachers. "The typewriter is undoubtedly an interesting diversion in elementary work. The novelty and feeling of manipulation should make it interesting and of some value as a teaching device. We are given several interesting side-

⁶ Blackstone, E. G., "Personal Typewriting", *American Shorthand Teacher*, 10:104, November, 1929.

⁷ Wood and Freeman, *An Experimental Study of the Educational Influences of the Typewriter in the Elementary School Classroom*. New York: Macmillan Co., 1932, p. 1.

⁸ Haefner, Ralph, "Vocational and Nonvocational Typewriting", *Educational Method*, 13:19-25, October, 1933.

lights on the development of typing in elementary schools, but the real problem is passed by in an indifferent manner. . . . It does not require further research to establish the fact that wrong habits formed early are lifelong handicaps."⁹ And further, "We are, for the sake of a new device in teaching spelling, or for personal glory, founding habits in children that will be a positive hindrance to many of them in later life."¹⁰

OTHER EXPERIMENTS

While the Wood-Freeman experiment was the most extensive one we have had, there are several other schools where experiments have been tried with a fully qualified teacher of typewriting in charge. Such an experiment was conducted in the Joyce Kilmer School in Chicago.¹¹ In this school typewriting was taught formally, as a subject, from the fourth through the sixth grade. Here again the results showed that better and more work was done in composition and spelling.

In 1935 an experiment was started in Woodstock, Illinois. In this case, all pupils in grades from one through five were taught the use of the typewriter. Favorable results were found here. "As has been found in all other typewriting experiments, the typewriting instruction not only resulted in adequate achievement in typewriting but resulted in gain in achievement in all branches of learning. Other benefits are the added interest in school on the part of the pupils and the affirmative reaction of the parents."¹²

A device which handicaps pupils later in life cannot be considered a good device, even if it does accomplish some important educational results at the time. Therefore, typewriting if taught in elementary schools will

have to be taught by the touch method. There has not been enough experimentation in elementary school typewriting to prove that it can be taught economically at that level.

Some people say that typewriting should be given in junior high school. Again, there have been experiments.

In Tacoma, Washington, the work has been very satisfactory. "A most satisfying and a most significant and promising outcome of the introduction of typing into the junior high schools of Tacoma, Washington, is its influence upon all the work of the school. The effect in particular upon pupils' attitudes toward English composition, literature, art appreciation, geography, history, and civics is that of a vitalizing leaven."¹³

If periods are not too long, it seems reasonable that junior-high-school pupils could learn the subject to advantage. However, because of the expense item most schools will continue to teach typewriting in the senior high school.

The schools are already equipped with typewriters. There are qualified teachers of typewriting on the staffs of these schools. A one-semester class in personal typewriting can be very valuable, and many people think that one semester is sufficient time to put on that subject.

The author feels that much more satisfaction to the pupil can be gained by the one-year course. Practice is necessary to develop the skill to the point where it is usable to any great degree, in addition to acquiring knowledge and skill in arranging various types of work well on the page.

As our course is set up in University High School there is little distinction between vocational and personal typewriting in the first semester. Both groups need to know the keyboard, how to center material on the page both vertically and horizontally, and

⁹ Boardman, W. S., "Typewriting—Its Place", *Educational Method*, 13:178-9, December, 1933.

¹⁰ *Ibid.*, p. 179.

¹¹ Fisher, Goldena, "Typing for Young Students a Great Success at the Joyce Kilmer School, Chicago", *Business Education World*, 14:660, June, 1934.

¹² Colahan, W. J., "Typewriting Enters the Grade School", *Nation's Schools*, 16:22-23, December, 1935.

¹³ Bown, R. F., "Vitalizing the Junior High School Curriculum Through the Use of the Typewriter", *Education*, 56:608-13, June, 1936.

both need to develop skill in the writing of words, sentences, and paragraphs.

Therefore, in both classes from fifteen to twenty minutes of drill work is given, in which skill in the use of the keyboard is developed, good habits of typing emphasized, and proper methods of arrangement taught. It is easier to teach arrangement on the page from the beginning of the course than it is after slipshod habits of arrangement have been learned.

The principle of tabulation is taught, and considerable practice is given in planning tabulations and setting up the material. In the tabulation work the plan is written in pencil on the back of the exercise, along with remedial work for any errors made in the copy. The planning of the exercise is as important as the typing of it. The pupil is also taught to set up an outline properly, and the first instructions are given on the arrangement of a business letter on a page.

DIRECT COMPOSITION

Composing directly with the machine should be begun during the first semester. At first it may be writing short answers to questions. Then the questions are arranged so that gradually longer and longer answers are required, until finally the individual is required to compose a letter or a short paper. This part of the course in personal typing is very important, if the pupil is to be trained to use it to the greatest advantage.

In a year course, most of the practice in letter writing is done during the second semester. In the personal typing class the pupils are taught the proper way to set up personal letters and the three most used forms for business letters. The uncommon forms are not taught. Sufficient practice is given in each of these types of letters, so that the pupil can arrange practically any letter at the first typing. From the second semester on the two classes differ. The vocational class needs much more practice in setting up

business letters, and its work includes the more unusual types.

In the personal class, the arrangement of songs, recipes, plays, club programs, menus for a dinner, a news article for the school paper, a postal card, and the addressing of envelopes are taught during the second semester.

The arrangement of a manuscript is taught early in the course, so that the pupils can type themes for English classes, or any other work required in any of their classes. To give an opportunity for this type of activity, one day a week is allowed during the second semester when the pupil brings in his own typing problems.

Care must be taken that this day does not become a "time-off" period, but when the pupils coöperate in bringing in their own problems, the day is very valuable. It is advisable for the teacher to have some extra work of her own ready in case the pupils do not bring their own work. If the pupils are not allowed to use it as a "make-up" day, they will be much more interested in bringing in their own work.

Writing letters for father, recipes for mother, personal letters, themes, writing letters asking for material for school projects, making notebooks, composing a theme with the machine, and doing articles for the school newspaper are some activities which take place during the "own-work" day.

Accuracy tests of one minute to ten minute duration are given. The development of a great amount of speed is not emphasized. There should be no speed requirement. For personal use a fair amount of speed and a high degree of accuracy are all that are necessary.

Because of our personal typewriting classes, forty or more people are taught to type each year than could otherwise be reached. Comments from the pupils after they leave school indicate that they find many uses for the knowledge and skill gained.

IDEAS IN BRIEF

Edited by THE STAFF

Pupils Run School Bank

The student-banking activity of the Hoover Junior High School, San Jose, Cal., was changed into a project carried on by the pupils themselves—and the bank rose from an uninteresting adjunct with few clients to an enthusiastically supported institution patronized by every class. The student body of 600 now has 350 depositors, and the bank handles an average of \$45 a week. Operation of the bank is carried on by the low nine Business Training classes. The bank is open throughout the 40-minute Thursday homeroom period, with five pupils—a president, two tellers, and two file clerks—in charge. In each homeroom a pupil treasurer collects deposits from the pupils, and takes them to the bank to deposit. At the end of the homeroom period the bank is closed, money is stacked and counted, and the day's balance taken. Following this then comes the Business Training class period, during which the bank's bookkeeping is done. Each pupil in the class has three or more weeks of service on the bank's staff during the semester, as the personnel is changed frequently.

Career Night

Career Night was recently held by the Staples High School, Bridgeport, Conn., under PTA sponsorship. After the main speech of the evening, by Dr. Remsen Ogilby, president of Trinity College, a series of group meetings, each addressed by a specialist in a certain profession, business, or trade, was held in separate rooms of the school. Each of the practicing "authorities" attempted to give the pupils who attended his talk as much useful information and advice as possible concerning his field of work.

Personality Clinic

A "Personality Clinic" for girls was so successful in the Kiser School, Dayton, Ohio, last year that it is being continued this year. Various pupils take assignments as "Dr. Hair", "Dr. Skin", "Dr. Personality-and-Charms", "Dr. What-Should-I-Wear", etc. Each pupil chosen gathers information on her field, and arranges it in question and answer form. Questions from each of the "specialists" are then combined in a mimeographed questionnaire. The clinic is advertised throughout the school. Seventh-grade girls, who are found to be most in need of the clinic's information, are especially urged to attend.

Questionnaires are passed out in all seventh-grade homerooms, to allow the girls to check questions in which they are particularly interested. The pupils of each homeroom are given a period in the clinic. Each girl takes her questions to the appropriate "doctor" and is given the answers. Pupils who spring questions not listed are asked to return for another consultation, before which the right answer is obtained.

One-Act Play Contest

A contest for original one-act plays has been sponsored by the Players Club of Central High School, Bridgeport, Conn., annually for the last fifteen years. The project is almost entirely a pupil activity. With very little supervision by the teachers, the pupils write the plays and stage them. Manuscripts submitted by pupils are read by a faculty committee, which eliminates those not up to certain standards. The remainder are passed upon by competent judges from outside the school. Three one-act plays are given prizes, and one or more honorable mentions. These are the material for production. The school's dramatic director is in charge of first rehearsals, but all further rehearsals are conducted by a student director.

Student Council Loans

The Student Council of the Cristobal, Canal Zone, High School has established a student loan fund from which it will be possible for some worthy graduate to borrow money to cover tuition in the Canal Zone Junior College. The money must be secured by a note signed by the student and also by a responsible employee of the Panama Canal or Panama Railroad. A maximum of \$200 will be loaned in any one year and all or part of that amount may be loaned to one person.

Thrift Week

"Thrift Week", which is being observed in a number of Canal Zone high schools during January, will not stop at an assembly program or homeroom activities, the Division of Schools announced recently. Many different classes, including social studies, mathematics, English, and art, as well as home economics, will have units of work dealing with intelligent spending and saving. The plan calls for: written and oral compositions on thrift, and the reading of literature that touches on the subject, in English classes; problems concerning the

mathematical evidence against gambling in mathematics classes; correlated work on thrift posters, drawings, and slogans in art classes; and social-studies units on budgeting, insurance, borrowing, misleading advertising, and other topics.

Professional Library

As part of the curriculum study program of the Murphysboro, Ill., Public Schools, a professional library is operated for the benefit of all teachers in the city. The library is financed by the local school district. Included are books on all phases of education, recently published books on sociology, psychology, and philosophy, and educational journals. A mimeographed bulletin containing an annotated bibliography gives information on the library's offerings. The success of a professional library, according to William H. Carruthers, superintendent of schools of the city, depends on the administrator's enthusiastic support, and his direction, rather than compulsion, of the teachers' interest toward the offerings. (And his ability to convince the school board of the value of the library.)

Yearbooks on Time

Numerous high schools report that the sale of yearbooks to pupils on the installment plan has allowed many school annuals to make a profit where in previous years they had been brought out at a loss. The installment method allows more pupils to subscribe, thus cutting the production cost per copy. Some schools also keep yearbooks out of the red by developing elaborate, high-pressure sales campaigns, which for obvious reason should be discouraged.

Foreign Correspondence

The Student Letter Exchange, of Waseca, Minn., was begun as a means of arranging correspondence between pupils of the Waseca High School and pupils in foreign countries, as part of the classroom activities. Organized in 1936 by H. W. Godfrey, superintendent of schools, and R. C. Mishek, commercial teacher, the Exchange quickly branched out to supply foreign correspondents to pupils in schools all over the United States. The organization now handles hundreds of letters a day. Reader of THE CLEARING HOUSE may obtain information on this service by writing to Mr. Mishek, director of the Exchange.

New English Unit

Kenneth Oliver, Oswego High School, West Linn, Ore., has organized an unusual course of study in the development of the English language. The 18

units are: What is Language? Why Are There Different Languages? The Indo-European Languages, English a Teutonic Language, English Becomes a Separate Language, How a Language Grows, Greek Borrowings, Latin Borrowings, French Borrowings, Miscellaneous Borrowings, English Spelling, Making New Words, Changing Meaning of Words, Idioms, Picturesque Speech, The American Language, Correct Speech, The Problem of Universal Language.

Parent-Faculty Activity

A weekly parent-faculty book review activity was one of the most successful activities of the South Pasadena, Calif., Junior High School last year. Most of the books studied were in the field of child mental hygiene.

Austin High's Forum Groups

The forum-group idea as an activity of the Senior High School, Austin, Tex., began two years ago with 20 small groups of about 12 pupils each—and now has 33 large groups of about 36 pupils each. Approximately half the student body of 2,400 now participates. There are 75 pupil leaders of the forum-groups, and the leaders are rotated among the groups. Some leaders work alone, and some in groups of 2 or 3. Some of the subjects recently discussed at the 40-minute forum group meetings are: Alcohol and Modern Youth, Farm Tenantry, Careers for Women, Munitions Control, Conservation of Wild Life, and Socialized Medicine. Although all groups meet at the same hour, each chooses its own subjects—and there is a minimum of interference by the teacher-observer who sits in on each meeting.—H. H. Hoyt, *The Texas Outlook*.

Modern Problems Class

An experimental class in modern problems was offered to seniors and postgraduates of the East High School, Rochester, N.Y. Only those of average or better-than-average scholastic standing were admitted. The teacher was considered simply the adviser of the study group. From 72 suggested problems, the following 13 were chosen by the pupils: Radio, Press, and Propaganda in relation to Public Opinion; Crime; Social Security; The Farmer; Co-operatives; The Tariff; Money, Banks, and You; Balancing the Budget; Leftist Movements; Communism, Socialism, Fascism; Housing Problems; Big Business—Monopolies, Lobbies, Government Control; Recreational Activities for Enforced Leisure; The National Political Situation; The City's Community Chest Problem. Committees were in charge of the investigation and presentation of each problem.

“IN A CLASS The private life of the teacher BY THEMSELVES”

By ELEANOR F. BROWN

TEACHING is one of life's noblest professions. As a group of future instructors I commend you to your job and your job to you. . . .”

So droned on the voice of the dean of the school of education. Forty of us, education majors, soon to go out and search for teaching jobs, listened in rapt attention and were duly impressed. I was idealistic enough to believe all that I had been told—that teaching was a highly respected profession, a work of which I could be truly proud, a soul-satisfying job if ever there was one.

That was what I accepted and built upon. I have been teaching five years and have been a graduate student two. This is what I have found: That the “noblest” of all professions is really the most derided of the so-called legitimate businesses, that (far from respecting it) the general public either thinks of it very little or makes fun of it, lampoons it in story, cartoon and moving picture, and secretly carries a half-formed suspicion that only people who can't possibly do anything else enter the teaching field.



EDITOR'S NOTE: *We asked for articles from teachers and administrators who are willing to write frankly and realistically about their work and its problems. Miss Brown, a high-school teacher now in Eureka, Nevada, writes about her life in a previous community in which she taught. She offers episodes that indicate the irksome restrictions placed upon teachers, and their vulnerability to unfounded gossip, in some communities.*

Am I putting the case too strongly? I think not. I have been with parties of teachers on vacations who did not want anyone to know they were teachers and were chagrined when someone guessed it. Why? Not because they were ashamed of their vocation but because they didn't like the odd intonation of voice with which people said, “Oh, you're teachers, aren't you?”

I have seen the schoolteacher caricatured time and time again in popular movies, magazines, and newspapers as a lean, hungry-looking old maid with horn-rimmed spectacles who was always cranky, always prudish, and almost entirely sexless. Even if she was pictured as less formidable, she had miserable taste in dress, hair severely drawn back, a determined jaw, and mannishly-tailored clothes.

In “Follow the Fleet”, the Astaire-Rogers picture, one of the sailor heroes remarks that it is just his luck to have all his shore dates turn out to be school-teachers. One does not need an interpreter to get the intended impression from this widely-distributed crack.

Moreover, in no other profession are women so thoroughly “on the spot”. In an effort to please five sets of persons whose views naturally differ widely, the poor pedagogue must often virtually turn herself inside out. She must become one of those ultra-tactful politicians who is a yes-yes man, ambassador of good will, rah-rah boy, and conservative dignitarian all rolled into one. The five sets of persons she must please include the principal or principals (with sometimes a supervisor or two thrown in), the Board of Education, the students, their

parents, and the general community-at-large. There are naturally bound to be some among these groups who will not agree with or approve of her actions, no matter what she may do.

Nowhere is this more true than in the small town. Besides being "on the spot" for what she does do, the small town teacher is often accused of a great many things she has not done. Gossiping bridge clubs of the town's elite citizens, "fair", fat and forty, find the teachers a fruitful subject for gossip.

This practise has been aptly illustrated in the recent case of Miss Isabelle Hallin of Saugus, Massachusetts. Accused by one of the Board members, a woman, of having served cocktails when she had some of the pupils meet at her home for rehearsal of a school play, she was not rehired. Indignant, she fought the case, and the charges were later withdrawn. There was no basis for it except the fact that Miss Hallin was hostess at a card party that lasted until 11:30 P.M.

Helen Welshimer, writing in a daily newspaper on the case, comments, "She's an excellent teacher. No one denies that. Her pupils and their parents are all for her. Yet she is the latest teacher to be pilloried on the cross of gossip."

Miss Welshimer's article is entitled "Teachers Are Placed in a Class All by Themselves", and never were truer words spoken. To give one or two of my own experiences:

I was teaching in an eastern town of about 3,500 population. I moved from my boarding and rooming house my first year, after remaining eight months, for reasons which had absolutely nothing to do with the house-keeping, cleanliness, food, or service provided. The room was clean, the landlady meticulous in keeping it tidy; the food was excellent. Never at any time did I comment on the housekeeping, personal habits, or cooking of the lady in question. Yet ten months later, in January of the following year, I was amazed to discover that it had

been reported all over town that I had left this house because it was dirty and there were bed companions popularly known as bugs!

The landlady, having heard these remarks, reported as having come from me, was naturally furious at me. I could not convince her that I did not say it, and as she was an old and prominent resident and the remark had gone everywhere, it did incalculable damage, principally to me, since everyone knew the lady in question too well to believe it. From what this began, Heaven alone can tell.

Another classic bit of gossip which came back to me was that while at this house I had been in the habit of going up into her attic and helping myself to books she had stored away there. This was perhaps the most startling news to me of anything I heard, since there was no attic in the house, no books stored in the non-existent attic, and I had never borrowed even a single book from the good lady.

Teachers, it seems, are not supposed to possess either a sense of humor or an occasional desire to stop being dignified and play, whether or not it quite becomes their age. On another occasion, in this same woman's home, one of the proverbial card parties was in progress in the living room. It was early in the year, before I had learned the deadly, devastating effect of such a gathering.

Three of us, the physical education teacher, the school nurse, and myself were engaged in a demoralizing game of triple solitaire in one of our rooms upstairs. We wagered on the outcome of each game, for the dickens of it decreeing that whoever lost each hand must perform whatever stunt the other two decreed when we had finished playing.

Perhaps their sense of the ludicrous did carry them too far, but I still cannot see the harm done. At any rate, for my penalty, the others declared I must walk silently backwards down the front stairs, turn about

without saying a word, and walk slowly and silently backwards up again. Something in me makes me take that kind of a dare any time. I did it, much to the surprise of the three silent tables of bridge, who played with a deadly earnestness that would have defied a battle of the gods.

Result? You guessed it. The reverend ladies all thought I had lost my wits, although they had good reason to know I hadn't, and they so informed the town. I informed my landlady as soon as they had gone just why I had done this unforgivable thing, but she merely looked politely incredulous and said nothing.

Late in the spring of my second year in the same town I heard rumors which had been rife the year before, to the effect that I had been seen drunk at a nearby lake in the company of one of the men teachers. This also was a total surprise to me, as I had never been out with the gentleman in my life, had never been to that particular lake and scarcely knew the direction in which it lay, and last, but not least, had never been drunk or anywhere near it.

Could I have discovered the source of this and similar statements, I could easily have disproved them, but malicious gossip is so insidious that it is almost impossible to trace it to its original source. Fortunately these rumors did not interfere with my reelection either year, but they might easily have done so had the Board been less broad-minded or more prone to believe everything they heard.

During the depression Chicago school teachers went for over a year without pay and suffered terrible inconvenience and even privation for a much longer period, yet not for one moment was there any serious threat of a walkout or a strike.

Today members of almost every other profession or job have staged or are staging strikes because of real or imagined grievances over hours, wages, or working conditions. How many in these occupations would continue to give their services if the pay

envelope stopped coming in? Yet they are the very ones who make the greatest fun of teachers and teaching. I have heard ten-cent store clerks say in derision, "What else could you expect from a fussy old teacher? I wouldn't teach if you gave me a million dollars a year."

Let's examine the facts. It's true that as a rule you can somehow pick teachers out of a crowd or recognize them when you encounter them. Perhaps it's the harassed look some of them get from taking their jobs too seriously or from teaching a lot of youngsters who'd a lot rather not be taught. Perhaps it's because they are somewhat more incisive, authoritative, or crisp in their speech. That's open to question.

But if one should take a trip through the country, visiting several hundred school-rooms in rural, small-town, and city sections, selecting them at random from every state in the union, he would find that the majority of teachers are young, possessed of average and above average personalities, and attractive. At least, he would discover that there is no preponderance of "movie-type" teachers, and that by and large they are no different from the people in any other walk of life. So many teach for only a few years and then marry or enter another field that it is natural that there will be many young people.

Normal schools and colleges today are demanding an ever-increasingly high standard of intelligence, personality, and personal appearance from their graduates, so that any who are too impossible are usually weeded out of the race somewhere along the line.

In no other line of work is the output less appreciated by the consumer, because the consumer himself rarely has to pay for it directly, except possibly in colleges, and I am not concerned in this discussion with college teaching.

A man hires an architect, a plumber, a carpenter, an interior decorator, and he appreciates good service when he gets it, be-

cause he is paying out good money for it and he likes to get his money's worth.

He is paying out taxes, too, to hire teachers, but he rarely thinks about giving praise when praise is due in that direction. Schools and teachers are too remote from the life of the average business man or woman or the average housewife, unless in some way they adversely affect the fortunes of the little Johnny or Mary who is in school. True, the store clerk isn't directly paid by the consumer, but the latter knows he couldn't buy without someone to sell the goods to him.

All of this leads into an interesting question. I have often wondered just what would happen if that much-maligned group of educators, the grade- and high-school teachers of America, suddenly did go out on strike and any others who might remotely qualify as substitutes refused to replace them. The effect would, I think, be startling and dramatic.

Millions of children and young people would be turned loose on society to complicate the crime situation, the moral situation (for idleness breeds mischief), the employment situation, and the home situation.

Bothered mothers would have a hard time getting the housework done with five or six school-age children underfoot all day long. Traffic would be further complicated by several million high-school youth. Accidents would increase, as would vagrancy and hitch-hiking. Then, of course, there is the matter of the future generations of illiterates to be produced from a nation whose education had stopped short. Colleges would be of no value without preliminary training centers. There would be, in short, a more profound change in our future civilization than has ever yet occurred at any one period.

I'm not a fatalist nor an alarmist. I don't think there is any danger of teachers striking, unless they should suddenly change their philosophy and manner of action more radically than is humanly possible in a short space of time. They are too used to accepting meekly whatever comes, and they regard their work as vital to the country's welfare, even if many others do not.

While other industries rock back and forth in daily uncertainty, education stands more firmly than the Rock of Gibraltar. As a teacher, I am simply wondering if, as a class, we do not deserve more recognition, more appreciation, and less ridicule.



High Schools Train Aviation Mechanics

Under the policies of the Federal Government to provide financial assistance to vocational education in the States, more than 7,000 young men in different parts of the country are now receiving training which will prepare them to become aviation mechanics. J. W. Studebaker, Commissioner of Education reported today to Secretary of the Interior Harold L. Ickes.

While the average boy is lured by the romance and adventure of piloting a great transport plane, there is a better chance of his finding an outlet for his mechanical ability in the specialized work that is needed at the airports, Commissioner Studebaker said. A far larger number of men are required for ground work than for pilot duty.

Believing that this is an important aspect of vocational training in America the Office of Educa-

tion recently sent out 1,700 letters to universities and 26,000 letters to high schools and preparatory schools, inquiring what classes in aviation are in progress, how many boys or girls are taking them, and what plans are being made for increasing opportunities for such training. The survey is under the direction of Robert W. Hambrook.

Among the subjects envisaged as part of the regular high school or trade school curriculum are the building of model planes to scale, powering these models with gasoline engines, flying of models, study of principles of flight, study of aviation events, building of gliders, gliding or soaring, ground school training and flight training. The schools are likewise being asked how many planes and airplane motors of different types they own and can use for study purposes.

SOME POLICIES *for* COUNSELORS

By
DAN O. ROOT

IDEALLY a high-school counselor should be a normal human being with a broad background of experience and wide contacts in many fields. The following list of guiding principles in counseling is tentative. This list is possibly too long, and there are probably few items in it that are mutually exclusive of any other item in it. But in the main, it will serve as a safe highway to travel in school counseling:

1. I shall be a friend to my students.
2. I shall "Talk my students' language."
3. I shall always be a good listener.
4. I shall refrain from preaching.
5. I will be at all times friendly in my attitude and student relationships.
6. I shall never consider myself the final authority or last word on any subject.
7. I shall never "let a student down".
8. I shall never "pass the buck".
9. I shall try to be honest and fair in my treatment of, and dealings with, students.
10. I shall always give the student the benefit of any doubt.
11. I shall be accessible at all hours of every day for conference.
12. I shall remember that a student may have many faults concerning which he needs help, but never a fault upon which he needs lecturing.
13. I shall seek to make well-rounded social beings of my students.
14. I shall try to set a good example of proper sportsmanship and proper social attitudes for my students.



EDITOR'S NOTE: *The author intends this list of policies for high-school counselors to be suggestive and provocative, rather than final. Mr. Root is a counselor in the Armijo Union High School, Fairfield, California.*

15. I shall try to look at problems from the student's point of view.

16. I shall try to be a leader, but not obviously.

17. I shall never adopt a "holier than thou" attitude.

18. I shall try to instill confidence in himself into the student.

19. I shall be free, but sincere, in praise.

20. I shall at all times be ready to encourage the student.

21. I shall try to make my students feel important.

22. I shall never use sarcasm.

23. I shall never make a student feel insignificant or useless.

24. I shall try to make the student feel that he has a worthwhile place in the world that he can fill efficiently.

25. I shall try to prepare the student to fit into life as he finds it.

26. I shall not be a reformer.

27. I shall try to get the student to think.

28. I will never tell a student that he is no good, or won't amount to anything, or indicate to him in any manner that I feel that this is the case.

29. I shall never minimize a student's ideas, or opinions or accomplishments.

30. I shall never humiliate a student.

31. I will not know all of the answers.

32. I shall be ready to admit that I am wrong if the facts so indicate.

33. I shall not be afraid to say, "I don't know".

34. I shall never do anything to instill, and I shall seek to eliminate, inferiority complexes.

35. I shall try to make my students self-reliant, and sure of themselves without being arrogant.

36. I shall treat my students as reason-

able, sensible human beings whose ideas and opinions are valid and valuable.

37. I shall give my students the opportunity for expression.

38. I shall try to meet my students on their own level.

39. I shall try to participate in something with my students whenever it is possible.

40. I shall associate with my students as much as possible.

41. I shall go on the assumption that everybody has something to offer.

42. I shall go on the assumption that everyone has something with which to work.

43. I shall be good to my students.

44. I shall give my students responsibility whenever I can, and keep adding to it.

45. I shall not "pry" into my students' affairs.

46. I shall be charitable in all of my dealings with students.

47. I shall never hold myself aloof or unapproachable.

48. I shall be firm in my stand for what is right without being a prude.

49. I shall be lenient without being "wishy-washy".

50. I will not try to "regiment" my students.

51. I will not accept the findings of any standard tests as final.

52. I will try to be open minded, and will accept the findings and ratings of standard tests for what they seem to be worth.

53. I will seek to have the student evaluate and respect and honor his home.

54. I will take into consideration individual differences at all times.

55. I will try to make each youngster a better person.

56. I will not feel superior to any student, or give him the feeling that I feel superior, or am superior, in any way.

57. I will seek to follow out the parents' wishes and ideas with respect to their children, and to be coöperative with the parents, as I believe that all parents want their children to do right, and to do well.

58. I shall seek to counsel with all students, not just problem cases.

59. I will seek to know my students.

60. I shall seek to be "down to earth" at all times in all of my contacts.

61. I shall seek to promote a free and easy relationship between the students and myself at all times.

62. I shall not be dictatorial, shall not tell my students what to do.

63. I shall not abuse any authority I have, or presume upon my position in the schools.

64. I shall try to reach all of my students.

65. I will try not to inject myself into another person's life.

66. I will try to stay in keeping with any proper discipline that may exist in the student's home.

67. I realize that I am not God Almighty.

68. I will never make fun of a student.

69. My criticism will be constructive, not destructive, and will be most sparingly given.

70. I shall never "stand on my dignity". Probably I won't have any.

71. I shall disseminate reliable and accurate information, or if I can't do this in a given situation, I shall hold my counsel until I am in a position to do so.

72. I shall try to cultivate good taste in all of my students.

73. I shall always give another chance.

74. I do not think that one mistake, or many mistakes, mean that my student will continue to make further mistakes, or repeat those that he has made, and hence make himself unfit for trust.

75. I will put my students "on their own," and trust them.

76. I shall be considerate of the feelings of my students.

77. I shall try to lead my students to experiences which will inspire them.

78. I will never be "in a hurry" with my students—I'll take my time.

79. I realize I must be able to "take it".

80. And I shall not take myself too seriously.

Individual Report Cards

By
GEORGE H. BURGER

for Each Subject

PROBABLY there is no phase of school work which has given rise to more heated controversy than school marks. Perhaps there is no place in the educational field where there is greater divergence in practice than there is in reporting school progress to parents. From the traditional percentage system to the ultra-progressive parent-teacher conference method, each plan has its proponents who claim certain advantages.

It has been interesting to watch the development of the newer reporting schemes. The parent-teacher conference is perhaps the ideal way, but it presents many difficulties in actual practice, some of which are practically insurmountable. Whenever the number of students meeting daily with any one teacher is fewer than fifty, the parent-teacher conference is probably a practical as well as an ideal solution for the reporting problem. However, when a teacher meets more than fifty students daily it would seem as if one of two things must inevitably happen—either the teacher will not be able to establish sufficient and frequent contacts with parents, or the teacher will be spending too large a portion of her time on this phase of school work.



EDITOR'S NOTE: *The University Hill Junior High School, Boulder, Colorado, carries the modern type of report to the home a step further by preparing separate 3½ by 5 inch cards for each subject. The author, who reports here the good results of this reporting system, was vice-principal of the school at the time the experiment was conducted. He now teaches in the Skinner Junior High School, Denver, Colorado.*

On the surface it would seem as if the next best method of reporting is the personal note. However, the personal note has the disadvantage of being time consuming, of becoming rather stereotyped, and of becoming too general.

It was a recognition of the shortcomings and limitations of the personal note and the parent-teacher conference, and a feeling that the traditional report card presented nothing very tangible to parents because it involved the use of symbolism and technical phrases not easily interpreted by laymen, that prompted the writer to formulate and present to a faculty-parent committee the outline of a card for use in the junior high school. For want of a better name we shall call it an "Analytical Report to Parents."

The committee seemed favorable to the idea and proceeded to work out the details and put it into use.

The report form is printed on a 3½ x 5 card. The upper part of the front side is a conventional heading of name, school, grade, date, and an introductory statement to parents. The lower two-thirds of the card is divided into six rectangular spaces by a vertical line and three horizontal lines.

In the rectangles to the left of the vertical line are set down the rather general phases of the work in which progress is to be expected. Opposite these on the right side are spaces adequate for a simple, terse, ten- to twenty-word statement of the pupil's progress. These statements should be simple and non-academic messages which tell what the student is doing.

A different card is used for each subject, and the phases of work which are commented on are different for each subject.

For example, in industrial arts the phases of work reported on are:

1. Development of an appreciation of good workmanship and good design.
2. Development of a systematic and orderly procedure in the performance of any task.
3. Development of skill.
4. Development of an understanding of and an interest in industrial affairs.

A typical report on Item 1 might be, "John has excellent standards of workmanship," or "Limited appreciation of good workmanship," or "John has trouble recognizing good workmanship when he sees it. We are trying to help him."

Reports on Item 2 might say, "Systematic and orderly in doing his work," or "Works unsteadily," "Has good work habits. Works steadily," "Is very businesslike, and is orderly and systematic," or "He works unsteadily—very hard for a while and then loafs. Has trouble concentrating on the task at hand."

On Item 3 such reports as these might be found, "He handles the instruments used in mechanical drawing very well," "He has trouble visualizing how an object should be represented in views," or "Better than average skill in use of drawing instruments."

For Item 4, typical statements would be, "Seems to have an interest in mechanical drawing," "Does not seem to be particularly interested," "Seems to like this sort of work," or "Seems to have a good general understanding of shop work."

The reverse side of this report card is the same for all subjects. The lower half is reserved for parent comments. A large blank space was left above the line marked

"Parent," which was to be used for the signature required on all cards. A considerable number of parents used the space to make constructive comments. Occasionally school-home misunderstandings were discovered by this device, and their correction thus brought about. The upper half is used for such comments as the teacher wishes to make and is headed "School Adjustment".

Each homeroom teacher also sends home with every student a card bearing a record of the number of days absent and times tardy. On this card the teacher attempts to make a general comment concerning the student's general school and social adjustment. These particular cards are not made out until subject cards have been sent to the homeroom teacher for her critical examination. Cards are then all sent home in a single envelope. They are issued only three times during the year. More frequent reports are made when parents so request.

While the use of this form in reporting to parents has been limited to one school year, the results have been very pleasing to pupils, teachers, and parents alike. Pupils no longer are subjected to the pressure of competing for marks, but seek to attain development in the subject itself. Teachers are able to point out the weak points and the strong points of a pupil in simple language so that parents may understand. Parents know more exactly what progress a child is making in a certain subject and are not mystified by the use of symbols or the technical phrases of school teachers.

University Hill Junior High School will undoubtedly improve upon this plan in the future. For the present it meets the needs of that school in a generally satisfactory manner.



Big Drive

Perhaps one of these days we shall have to decide that even here in the United States all of our educational facilities—schools, the press, the radio and the screen—will have to be marshaled together in

an effort to give the American people an understanding of the problems facing our civilization and our democracy.—President Clarence A. Dykstra, University of Wisconsin.

Curriculum Revision Is Not Enough:

To balance the program we must

REVISE *our* TEACHING

By L. W. KINDRED

THE HISTORY of American education is replete with examples of movements and innovating practices theoretically directed toward the improvement of instruction. Many of these movements and practices have produced genuine contributions to educational thought and procedure, while others have been of inconsequential worth. One cannot help but wonder what evaluation the perspective of time will give to some of the things being done in education today.

The fever that has swept over the country for the revision of the curriculum comes definitely within this field of speculation. Seldom has any movement engaged the attention and services of so many individuals in the teaching profession.

Formerly curriculum revision was the responsibility of a few experts. Today there are some experts and many administrative and instructional agents assiduously engaged in revising the traditional fields of subject-matter. Many things in the vast body of knowledge that has been the heritage of our race probably do not contribute to the welfare of children today and should

either be removed or so reorganized as to function effectively.

Where reorganization has contributed to that end, a definite step in progress has been made and the work on curriculum revision justified. But the justification for revision must ultimately be established by the results it produces in the classroom.

The young people exposed to the new curriculums encounter in the activities program blocks of subject-matter far more comprehensive and complex than did their predecessors of a decade ago. They are expected to assimilate factual data; interpret, analyze, organize, and evaluate their findings; seek solutions to social problems; and emerge with a wealth of generalizations, skills, habits, and attitudes.

Unfortunately, in the rush of enthusiasm for creating the new and destroying the old, the most significant factor in the learning pattern has been largely overlooked—the skill of the person entrusted with the responsibility for teaching the new curriculum.

Any impartial examination of the newer courses of study inevitably leads to the conclusion that many of them are doomed to dismal failure because teachers are not adequately prepared to meet the new teaching responsibilities imposed upon them, either in the field of content or in the field of method. The academic training and the experience of these teachers has given to them a satisfactory grasp of subject-matter within restricted fields. This equipment is



EDITOR'S NOTE: *The author offers specific criticisms of many of our new courses of study, and suggests what must be done before we can consolidate the advances made by curriculum revision. Mr. Kindred is director of the Marsh Foundation, Van Wert, Ohio.*

meager indeed to cope with the core curriculums around which the centers of interest for each grade are organized.

Some of the core curriculums call for the integration of as many as seven subject-matter fields in the teaching of a single unit. The teacher is expected to be thoroughly versatile in such fields of learning as the social studies, the physical sciences, language arts, English, fine arts, industrial arts, and mathematics.

In view of the fact—well established by time and experience—that it is difficult to find teachers properly prepared in one general field, as in social studies, for example, is it not too much to expect that the same individuals are capable of intelligently handling several specialized fields?

On the other hand, administrative arrangements are possible for bringing teachers from the various departments into the classroom during the teaching of a unit and having each contribute the benefit of his knowledge and experience to the problem under consideration. The feasibility of this plan, however, is a topic requiring special treatment.

At the same time attention must be directed to the question of methodology and skill requisite for the successful attainment of aims and objectives. Little or no provision seems to have been made by the curriculum builders for this factor, beyond the method suggested in the unit outline. The outline generally contains a list of suggested approach activities followed by a statement of the problem and the activities that may be used in solving the problem, together with a brief description of possible procedures. But the procedure cannot deviate much from the plan around which the unit is constructed without destroying its structural pattern.

Under this plan the principal function of the teacher would appear to be the awakening of a dynamic interest in the child through the medium of certain activities that would cause him to manifest a

desire to explore further the intricate maze of factual data related to the problem of the unit. He is to carry on this exploration by means of certain activities under the guidance of the teacher and to reach certain generalizations respecting the problem.

The highest degree of skill and the broadest concept of methods are basic in arousing the interests of children sufficiently to cause them to want to participate in work directed toward the solution of a social problem.

Such desire does not grow out of the performance of a few activities listed as means for creating interest in the problem. It comes only as a result of thoughtful planning in terms of previous group experience, an understanding of wants, interests, and attitudes, a respect for mental ability and cultural background, and the skillful execution of a plan built upon sound principles of learning and carried out by means of good method and technique.

The average teacher finds it difficult to develop this interest in children because his training in the art and science of teaching has been inadequate so far as skill and technical equipment is concerned. It is difficult to understand why the significance of skill and technical knowledge has been underestimated and frequently overlooked in the newer courses of study, since the success of the unit depends almost entirely upon the effectiveness of the approach that is made. If the approach fails, the activities subsequently performed become purposeless to the child and decidedly wanting in those qualities for which the unit has been designed.

To many curriculum makers this weakness is not serious. It signifies that the group is not interested in the particular problem at the time it is presented, hence another is introduced in its place. Should the approach fail the second time, this problem is also dropped.

This process continues until the interest

of the class has been developed in some one of the problems provided for the age-grade level of the group. Once the class has "taken hold", it is expected that during the experience of the unit new interests will be developed and others discovered that will serve as leads to other units.

Assuming that a successful approach is made to a unit, the teacher is then confronted with the alternatives of permitting the group to select intelligently those activities in which they are interested, or of working together as a class on the same activities. Regardless of the choice that is made, a limited number of activities profitable to any one individual can be carried on unless an unjustifiable amount of time is consumed.

Aside from the questionable nature of many of the activities listed in the courses of study—such as drawing cartoons in grade twelve "depicting the problem of raising incomes of American consumers so that we may enjoy more economic goods and services", or dramatizing in grade nine "the trial of a robot with the robot accused of murder, theft, etc", or discussing in grade eight "peculiar problems in American life such as the future development of the public school system", to cite only a few examples—it is frequently inconceivable that their performance should be regarded as solutions to any problem or even an openminded understanding of the facts.

But should the activities be of real value in the learning experiences of the child, there yet remains the need for putting into practice the principle that children ought to be instructed in the best method of performing the thing they are asked or expected to do. Their position is no different from that of an adult learning to drive an automobile. Here, at least, society recognizes the imperative need for sound instruction.

It may be true that each individual has his own peculiar way of learning, yet we realize that competent guidance is essential

in directing the learner toward the best method of performing the activity. The question naturally arises, in the face of a multitude of diversified activities, whether teachers are competent to give instruction along so many lines, and at the same time, to make allowance for individual differences in learning and doing.

There is a vital need for a next step beyond the revision of the curriculum that will provide for the study of methods, principles, and techniques of instruction.

Each of us knows, for example, that the acquisition of vocabulary is essential to growth in ability to read and understand printed material. There are certain principles upon which the teaching of vocabulary is based, and numerous methods and devices for putting these principles into practice. Little attention seems to be given to the importance of these factors. Rather, the emphasis is upon the social value of the content.

Take the specific question of how to use visual materials as a means for clarifying subject-matter and satisfying the laws of learning. The only requirement seems to be that teachers shall use visual materials, when, in reality, every effort should be made to determine how effectively they are being used, and how much more effectively they could be used. The same criticism is true with respect to remedial reading, the teaching of dull normals, the teaching of written and oral expression, and a host of other problems related to specific items. If our responsibilities could be translated into measurement that would show profit or loss, it is more than probable that attention would be directed toward the technical side of teaching and the efficiency of the methods we are using.

We are not analogous to a thorough-going business concern which is interested in securing the greatest returns possible from labor and time expended. We could, nevertheless, benefit from the examples found in industrial research and learn to make

use of experimental findings so that only those methods and skills would be used in the instructional process that yield the highest measurable results.

To create a condition of instructional efficiency, it would be necessary for teachers and administrators, research workers and educational specialists, to return their attention to a practical study of methodology, and to emphasize the need for a coming-down-to-earth in questions of how to teach certain of the subject-matter items that have been incorporated in the revised curriculums, and certain of the items common to all teaching situations, regardless of the type of curriculum being favored.

A campaign for the improvement of instructional practices might well start with a thorough-going evaluation of the general methods that have been advocated from time to time—such as the problem method, the project method, the laboratory method, the case method, the unit method, the contract method, the differentiated assignment method, and others.

The purposes in making this evaluation would be to determine first of all, whether the method in practice corresponds to the values that have been assigned to it, and secondly, whether there are not certain modifications that might be made that would cause it to be an efficient method to use under certain conditions, with certain kinds of children, and when using certain blocks of subject-matter.

Take, for example, the textbook method of teaching. This method, perhaps more than any other, has been condemned generally throughout the entire field of education. There is no doubt but what a great deal of the criticism that has been made against its use is justifiable so far as instructional efficiency and the attainment of desirable objectives are concerned.

On the other hand, the significance of the textbook as an instrument of teaching is frequently overlooked. It does represent the best organized and most concise body

of information available. Usually, today's writers of textbooks are individuals who have had rich experience in dealing with children, many years of study in the field of their specialization, and deep understanding of the educational implications of psychology and method. Unless their books reflect these qualities, they do not find a market.

The trouble lies not with the textbook itself, but rather with the way in which it is used. Therein is the crux of the criticism against it.

Instead of one or two poor methods of using a textbook, there are additional levels upon which it can be taught that yield rich returns. On these higher levels it becomes a convenient aid and supplies a basis for common understanding and a point of departure for any problem, project, or activity that children may care to follow. Placed in the hands of a skillful teacher, it can be made to serve not one restricted method of teaching, but as many methods as are desirable.

At the same time there should be a natural concern for the broad principles upon which method is based. Not only should there be an enumeration of these generalizations, but also an understanding of the psychological and pedagogical aspects of their origin and of their application to child growth and development. They would furnish reasons for the things that are done in classrooms and eliminate some of the wild conjecture that abounds there. They would act as a set of standards for evaluating plans and proposals and make the educative process a more rational and worthwhile experience.

There should be a recognition, for example, of the principle that education moves from the psychological to the logical, from the concrete to the abstract. This principle would determine the manner in which a teaching procedure as applied to a given activity or a given segment of subject-matter would be carried on.

There should be a recognition of the principle that attention and interest are necessary before learning takes place, and accordingly, ways and means would be discovered and devised for developing conditions conducive to attention and interest. Such conditions might be nothing more than the result of using such simple devices as change of pace, voice modulation, board diagrams, competitive games, and the like.

There should be recognition of the principle that the attention span of children varies with their ability and the nature of the activity. In conformity with this principle, activities would be selected and changed often enough to keep children interested and happy in the work they are doing.

Fortified with these and many other generalizations, the progressive teacher should have an intelligent basis upon which to plan, execute, and appraise her efforts.

The necessary counterpart of principles and methods is technique. Technique represents a field of unexplored possibilities that must eventually be subject to extensive experimentation. How few professional books today offer even the slightest assistance to the teacher seeking specific techniques for a given subject or a given phase of that subject!

Yet technical information is vital to the application of principles and the use of method. It is the finesse of teaching—the skillful art of leading children through a series of learning experiences graduated in accordance with their needs. It depends upon personality on the one hand and knowledge of how to perform on the other. The personality of the teacher cannot be materially changed, but we can improve and increase our knowledge of definite instructional procedures.

There are two roads open that may be followed: the exchange of empirical findings by means of agencies created for this purpose, and the use of the results of ex-

perimental research. Both are important, but it would seem that the emphasis should be placed upon scientific research.

This research might be concerned with the most efficient and effective way to teach respect for law, as an illustration in point. Here the teacher is confronted with the question of how he can most efficiently and effectively develop this concept. He should have recourse to the findings of a well-organized series of investigations on this very question, but today there is available to teachers nothing more than a course of study which dictates this objective as a goal to be accomplished, with little or no explanation of *how* to accomplish it.

It is exactly this lack of explanation and instruction in how to do the many things imposed upon teachers by the newer curriculums that impresses any impartial observer with the need for taking a step beyond curriculum revision and balancing the instructional program.

You may ask how this step can be taken. It is suggested that as much time and thought be given to this problem as has been given to the reorganization of the traditional fields of subject-matter in our public schools.

In the interest of instructional improvement, there is a definite need for proficiency in teaching, which has been brought about by the new alignments of subject-matter and the procedural responsibilities that accompany this reorganization.

It can only be met by increasing the knowledge of teachers in the fields of subject-matter they are now expected to handle, and by familiarizing them through systematic study with the most efficient and effective methods and techniques of instruction, founded upon sound psychological and pedagogical principles of child growth and development. To accomplish this end, and to balance the program in operation today, an equal amount of time and thought must be given the teaching process.

The Editors suggest rules for manuscript preparation:

1. Always double-space typewritten articles. The editors accept good single-spaced articles, of course. But they are difficult to edit, as there is no space between lines for changes, corrections, and marks for the printer.

2. Please make a carbon copy of the article—but do not send it to the editor. Carbon copies are hard to read. And editors, from unpleasant experience, wonder if the article is being submitted to one or more other journals at the same time. Keep your carbon copy. As most articles pass through the hands of two or more editors who are away from the journal's offices, almost every magazine in its history has lost a few manuscripts.

3. Always state your position and the name of your school. Often the point of an article reporting a school practice is

heightened by the author's mentioning in the article, or in his accompanying letter for our Editor's Note, the enrollment of the school, or other pertinent facts. We cannot publish an article until we know what the author teaches or does, and where.

4. Leave at least two inches of blank space at the top of the first page, and begin the title below that. Your name and address should be placed in the upper left-hand corner of the blank space. Manuscripts should have margins of about one inch on each side of the page, and at the top and bottom.

5. The foregoing points are those most frequently neglected in the manuscripts we receive. We hope that we are performing a service to readers in bringing these suggestions to their attention.

We welcome contributions from readers

The editors of THE CLEARING HOUSE extend a cordial invitation to readers to submit articles dealing with any phase of secondary education. Each article is read carefully by at least two editors, whose comments are considered by a board before a vote is taken.

We feel that many readers, or their schools, have developed units, courses, teaching methods, administrative procedures, school programs or activities, that should be known to thousands of other CLEARING HOUSE readers throughout America and abroad.

We particularly welcome practical articles reporting specific experiments and accomplishments in named high schools or high-school systems. We are also interested in secondary-education articles of a more general nature, and

these include satire and articles dealing in a forthright manner with important controversial issues in the field.

No part of THE CLEARING HOUSE is a closed shop. Readers should feel free to contribute to every department, including "Editorial" and "The Educational Whirl." Letters from readers are a constant source of material for "Ideas in Brief."

No article is considered too short. Our preferred lengths on longer articles are 2,000 to 2,500 words. (The average double-spaced typewritten page contains about 300 words.) Significant articles may run to 3,000 words or longer.

All manuscripts and all correspondence with THE CLEARING HOUSE should be addressed to this journal at 207 Fourth Avenue, New York, N.Y.

THE EDUCATIONAL WHIRL

A department of satire and sharp comment

Contributors: NORA McCaffrey Law, CECIL W. ROBERTS,
ROBERT B. NIXON, FREDERICK G. LYLE, and GRACE LAWRENCE.

What you'd do with a class if they all-of-a-sudden
knew all the facts you're drilling them on, *is what
you should do now, anyhow.*

C. W. R.

Venus in the Classroom

*Venus oft with anxious care
Adjusted twice a single hair.*

But . . . Venus was not programmed for a home-
room of fifty-odd adolescent youngsters plus five
classes in English, averaging forty to a class, to whom
she was required to make entertaining, in the ap-
proved modern manner, grammar, penmanship,
composition, prose literature, poetry, drama, public
speaking, motion picture appreciation, ballroom
dancing, radio joy, business practices, social usages,
society manners, and creative writing.

Neither did Venus run a school newspaper, a
P.T.A. program, a community chest drive, produce
an operetta, chaperon an expedition to Chinatown,
win a paper drive, attend Institute sessions or take a
university extension course.

No wonder Venus could look immaculate!

N. Mc. L.

How to Die a Spinster

Part I

Some of the "gals" in the profession say that there
are worse things to die of than spinsterhood. For
those who are bent that direction here are a few
rules to follow:

1. Always sit in the lunchroom with those of your
own sex.
2. While sitting there make meaningful little nods
in the direction of the particular male about whom
the gossip is spilling.
3. If you throw a party make sure none of those
bepantied animals is invited.
4. Pass your fellow schoolmales with a stony stare
on the street.
5. If you have occasion to speak to one of the
lowly he's, and see a stray hair or spot on his coat
brush it off with your finger tips and follow with
the comment: "I do think men are the most careless
animals." (They love this sort of female.)
6. If the male is a few months your junior make
him feel like a baby in arms.

7. If out on a rare date with one of those dumb
suspender benders make him feel you have seen all
there is and tasted all that is worth tasting in our
world. In other words, make him feel you while away
your boredom by teaching school.

8. If out with an educator who wants to talk shop,
say with your best vinegar smile, "Now let's talk
about something besides school." The conversation
is sure to stop dead in its dusty tracks. R. B. N.

Building a Profession

We quote our honorable colleagues:

1. "In the past classroom teachers have been un-
willing to assume the responsibilities of active par-
ticipation in the affairs of the association. Begin-
ning this year, however, they will have equal repre-
sentation on the executive council with the princi-
pals and superintendents."

60,000 teachers get 6 representatives.

2,600 principals and superintendents get 6 repre-
sentatives.

Marvellous, this business of equality!

2. "We earnestly invite discussion from the floor
on this matter. But we don't want fanatics throwing
monkey wrenches and wasting the time of this asso-
ciation. And I mean just that!"

Define a fanatic.

3. "If the rural school teachers were any good,
they wouldn't have to work for \$800 a year."

4. "We can't be too particular about the students
who come to the teachers' colleges. Competition is so
keen that we have difficulty maintaining our enroll-
ments. Besides, some of our poorest students have
jobs promised them before they enroll. We couldn't
turn them down."

F. G. L.

Headache

Teachers who do independent thinking are a
headache, a source of trouble, a subversive influence,
a monkey-wrench in the school machinery. They
lack tact and are too aggressive.

All this, until they receive recognition above and
beyond their immediate environment. Then they are
progressive, an outstanding teacher, a colleague of
whom I am proud, a credit to the school—and
(*sotto voce*) still a headache.

G. L.

DOES THIS APPLY A Teacher's Unusual "Confession" Story TO YOU?

By CARLESS JONES

WHEN I come into contact with teachers who are obviously following the same temptations that made a fool of me, I want to shout my warning to them.

For fifteen years I have been pushing myself along toward nothing with the aid of six crutches, each of which is a deterrent to a clear conception of the attributes that are truly worthwhile or, in other words, to the acquisition of a positive character at peace with itself; and for these fifteen years of darkness I blame both my training and myself.

Individual needs should be the primary concern of all education—and the extent to which an institution is able either to convince a student that his ability and capacity have definite limitations or, better, to help him discover that fact for himself, is the extent to which its right to the name of school is justified. Until the student is convinced, his academic efforts (and often the efforts of his professional life) are haphazard and meaningless, and his education becomes a matter of luck.

This much I blame on my training, for I cannot recall ever having been told that I



EDITOR'S NOTE: *Among the schools in which the author of this unusual article has taught are a high school in New York State and a college in Athens, Greece. He now teaches in the Drama Department, University of New Mexico. One of the three CLEARING HOUSE editors who considered this article made the following notation concerning it: "I know a lot of teachers who need just this."*

didn't possess the power to do whatever I wanted to do. I was always told that I could accomplish anything if I exerted my will upon it, and that there was always room at the top. I suppose that I, too, was one of the countless Cradle Presidents of the United States.

But most of the blame for my long-delayed awakening lies with me. With advantages above the average, I have only average accomplishments to show in return.

I had a normal birth and a normal childhood, what I can recall of it, with the usual amount of joy and heartache. My best girl hit me on the head with a croquet mallet to start me on a series of youthful mishaps which progressed through the measles, the whooping cough, several minor accidents, and a football nose.

Barney Oldfield and Ty Cobb were my first heroes, and today, after an acquaintance with the masters and thinkers and the self-made tycoons and leaders of this whirling planet, I still place them pretty high in the list.

I learned to knit wristlets for the World War doughboys and to hate everything that could be called German; and I bore this grudge for thirteen years until I went to Germany and fell in love with it.

I took violin lessons for three years and honestly enjoyed them. And I graduated from junior high with a good scholastic record.

During my third year in high school I discovered the feminine side of life, and sports were dropped for dramatics and a dance orchestra. A measure of success in these fields drew me toward them with in-

creasing fervor, and my class work became a bothersome requirement to which I gave as little attention as possible. I graduated from high school with a very mediocre scholastic record, but with the conviction that school was a cinch if you knew how to "work" it. I thought I did.

I went to college only because I had graduated from high school and because I had to in order to make a fraternity. I made one, pledging money that I didn't have, and, with the brothers, went eagerly through the open-house ritual of sizing up the attractive newcomers among the sorority sisters. College was going to be all right!

I acquired an old car for thirty-five dollars, but I soon wanted a new one. On the plea that I needed one to transport my dance band more economically, my mother bought me one. As I entered my senior year I possessed, in addition to another new car, a fiancée, a rock-bottom grade average, a pallid complexion, and no orchestra to help me pay off my mounting debts. Dance band hours, play rehearsals, and a fiancée just didn't jibe, and those unimportant classes were a constant annoyance, of course. The girl won out.

One day it occurred to me that I was about to graduate, miracle though it was, and I awoke to the realization that I had no idea in the world what I was going to do once the protective doors of college had closed behind me. I had no money, no job, no future—only a girl and a debt-laden car. But it was spring and I had wanderlust, and when a professor in a Bible class described an American school in the Near East, I wanted to go there to teach and, more ardently, to travel. Six months later I received an appointment, and a new world was opened before me. I accepted it—and lost my girl.

I lived in this new world for five years, and that it has made me a richer man has been proven to me time and again. But it didn't improve my character because I could not weigh values in the light of their

worth to me. I absorbed a considerable amount of European culture, and the Harlem Hot Shots gradually fell before the onslaught of Richard Wagner and the Salzburg Festival music.

I returned to America a very different and a more educated person, but I was still far away from the truth I had taken no time to seek. I had merely jumped from one end of the teeter to the other and had passed, with the aid of my six crutches, from the level of a college playboy to the level of a well-traveled but penniless, idealistic, sentimental social eunuch.

To make matters worse, my false impression that I was at last in possession of the key to success was confirmed by the fact that I landed a job in a New York theatre company almost immediately after my arrival in the midst of the depression, July 1934. Six months later I was living in a three-dollars-a-week hall bedroom and debating whether to spend my last nickel for a morning coffee, a phone call, or a trolley ride to the nearest employment bureau. This was the beginning of my acquaintance with myself.

College gave me almost nothing because I gave college so little, and for six years what I had learned to do in college I blindly continued to practice in adult life. Only now have I come to see myself as others saw me—and I wonder how they stood it.

Here are the crutches that I have been depending upon since my high-school days—the worthless propensities that have brought me fleeting moments of satisfaction and long hours of dejection when I realized that something, which I apparently had no time to analyze, was decidedly wrong.

1. The desire to be well-liked and well known by prominent persons

The inability to distinguish between acquaintances and friends caused me no end of disillusionment, but when I finally had it pounded into me that important business people were often not even good acquaint-

ances, I was doubly disillusioned—and doubly enlightened.

I would do anything to get recognition from a man of importance, and at any cost. A nebulous commendation from him seemed to satisfy me completely, and I would consider myself very fortunate to be able to have contacts with him. This was egoism pure and simple (mostly simple) and this synthetic gratification of my ego was all I ever got out of it. That I got no more was my own fault, for it must have been obvious to the men I contacted that I had very little to offer.

2. *Rationalizing*

I have always disliked to face facts. All idealists do. I didn't *need* a car in college, I *wanted* one, but I made out a grand case for myself. I have repeatedly found myself in error over a contention only to justify my decision or action in the light of a second contention which I manufactured for the purpose.

This subterfuge was bred of my over-balanced fear of failure. That I could fail without disgrace was unknown to me, and to admit defeat seemed fatal. In numerous other ways I fled from the facing of facts. I called it resourcefulness—this finding a justification for everything I did. It was shallowness, fear, and childishness, for whatever caused me discomfort was avoided or rejected *in toto*. I was a coward and I knew it, but I didn't know why.

3. *The desire to be looked upon as a sophisticate*

Again, my ego craved obeisance and I did everything in my power to pamper it. I learned to gossip about music, not to discuss it. The off-hand mention of a little-known work of some famous musician created much more of an effect than a word or two about his popular compositions. That I knew almost nothing about any of them except Wagner was of little importance. The effect was the thing.

I dabbled in psychology to keep up with the growing interest in psychiatry. I called

it a day in Greek architecture when I learned to recognize Doric, Ionic, and Corinthian columns, but if I were asked to define precisely an architrave, an entablature, or a cornice I would be lost. As a saving grace I can truthfully say that I have diligently studied the Greek theatre.

I know that the fundamentals of art embrace balance, proportion, mass, line, and color. I also know what empathy is. But in the galleries of Florence, Rome, Vienna, Munich, and Dresden all I did was look half-heartedly at a number of pictures and memorize a few names. Cubism and surrealism are just so much mental anguish to me, although two or three years ago I would have been thinking up something startling to say about them.

This glib superficiality which I tried to use made an ass of me more than once, but I went blithely on, discoursing gaily and foolishly on one subject after another and all but indulging in a snuff box and a lace handkerchief. Instead of becoming a sophisticate, I had become a prattling booby with no convictions that I could substantiate and no convictions that were honestly mine. I had become a carbon copy of other persons' ideas and mannerisms, and I must have borne them with the grace of a Malaprop.

4. *The dependence upon material aids to supply what my character lacked*

Even though I was incredibly dull concerning what constitutes common sense, I was aware that my whims and desires could be temporarily satisfied if I had a little outside assistance. Good clothes were noticed, so I demanded good clothes. Money brought good times, so I demanded money. A car would open the way to many things that I could otherwise not enjoy, so I demanded a car. I should have liked to attend an Eastern school just to say I had done so. I should have liked a more beautiful home just to be able to say, "That's where I live."

I saw that people warmed to me, and I

made full use of all the wiles I could master. I took advantages wherever I could, so long as I didn't actually harm anyone. I learned that what I could not obtain by a direct request or attempt, I could usually attain if I used other resources. What I didn't learn until too late was that most of the persons with whom I dealt were my parents, my friends, and acquaintances who were more or less interested in me.

When I left my shelter and met men who stripped off all my appurtenances and judged me according to what I could do for them, I found myself floundering in a world I never made and never even dreamed of.

5. *The dislike of fundamentals and of work that is necessary but fruitless as an end in itself*

I have always disliked the idea of working from the bottom up. If there were any way in which I could fit in at the second or third level, that's the place I tried for. The technique of looking for the opening upon which I could capitalize and thus appear to have a more-than-elementary knowledge of the subject at hand was my stock in trade.

Working under this system, I was never at ease. I knew that I didn't know—a state of mind even worse than complete ignorance, which is at least blissful. The constant fear that I would be found out often resulted in frantic research and hard study over comparatively simple yet evasive first principles.

Many times it is possible to trick your boss or another person into thinking that you know more than you really do, but you can never trick yourself. I know I can't.

6. *The impression that I was suited for any circle of society I chose to live in*

All five of the foregoing ill-advised practices point toward one conclusion: I didn't know anything about my own personality, and I *thought* it was rather good. Therefore, I took it for granted that I was a

social chameleon and could change the color of my thinking and my behavior to conform to the practices of any group. That I was often ill at ease and discouraged can be readily understood. As a result, I decided to be honest with myself, and I learned that I was trying to find satisfaction in a way of living totally unsuited to my character.

A little study revealed that what we call character is composed of the same old blend, heredity plus environment, and that no one knows where he's going until he learns to balance the two.

I found that we inherit five noticeable qualities, and upon these five act the forces of our surroundings, resulting in whatever kind of finished (or unfinished) human product we happen to be. These qualities are: an intelligence level, an ego (pride of self), a physique, a temperament, and a life urge (sex).

The climate, topography, natural resources, population, social structure, family relationships, and the numberless other forces all about us act upon these qualities and change them within certain limits. But until we realize that the change is never very great, we may continue to do as I did—try to stretch the inherited qualities out of their normal sphere. That cannot be done, and unhappiness comes to those who try it.

No man or woman whose intelligence, physique, temperament, ego, and life urge dictate an artistic future can ever feel at home in a sweat shop. And no one whose endowment is strong and masculine will find sufficient expression in the superficial and anemic chatter of escapists to whom vigor and reality are repulsive.

My self-analysis has given me a new outlook, a new philosophy, and my worn-out crutches have at last been dispensed with. If you would save yourself considerable needless floundering, and at the same time give yourself some startling personal facts, I highly recommend Socrates' well-known advice—"Know thyself".

IRRIGATING

By
LEWIS PERVOSKY

the DRY CLASSROOM

THAT reminds me of the time. . . ." The teacher, with a twinkle in his eye, leans back in his chair, the students lean forward expectantly. The monotonous round of textbook work is broken. Students and teacher relax.

The teacher who can tell a lively anecdote and switch from a dry subject to an interesting narrative has a "snap" as a teacher. The student immediately cottons to an instructor who can make him laugh.

"Mr. Brown of room 200 is great," one student tells another. "He makes the time fly. I never could understand algebra before, but he makes it so simple—like a game. You know, I always hated my math period, but now I look forward to it."

The truth is that Mr. Brown has a keen sense of humor. He illustrates his points with humorous or interesting analogies. After explaining a particularly difficult point, instead of switching to another, he changes the subject. He encourages some student to tell an interesting fact or narrative, or tells one himself. After a while, the tension in the classroom is gone. Both class and teacher are in better condition to tackle the next problem.



EDITOR'S NOTE: *There are teachers in every high school who command the interest and the enthusiasm of the pupils . . . and there are teachers who do not. What qualities create this difference? Mr. Pervosky has some ideas about that. The author, who lives in Chicago, writes, "I am 23 years old. I was graduated from Crane High School in 1932, and later attended Crane College. This article was inspired by my teachers at Crane Tech, where dry classrooms are a rarity."*

Some teachers may ask, "Do I have to read Joe Miller's joke book or memorize stories to be a successful teacher?" The answer is no. By all means act natural and at ease or the student will notice and lose his respect for you.

Opportunities and stories present themselves, if you look for them. For instance, the physics teacher calls on Tom Jones.

"Tom, could you move a twenty-thousand-pound locomotive if it were suspended from the ceiling?" Tom of course answers no. The class laughs at the thought of ninety-eight-pound Tom moving ten tons.

The teacher contradicts him and explains that if Tom were to push the engine away from himself at short, regular intervals, after a time the engine would begin to sway. If he kept pushing it as he would a swing, soon the locomotive would swing from one end of the room to the other.

The instructor has told an interesting fact and at the same time explained a law in physics.

Encourage the student to tell of other cases—and be interested when he talks. In chemistry, when a student has a chemistry set at home, encourage him to talk about it and explain some of his experiments.

The teacher who greets his new class with a genuine smile, nothing supercilious or condescending, has done more to win the confidence of the pupils than if he had a string of letters after his name. And don't get the idea that this will lessen respect or discipline. On the contrary, discipline will be easier to maintain.

I knew an elderly spinster who always wore a smile and had a twinkle in her Irish blue eyes. Her smile was so genuine and

winning that all she had to do was frown her displeasure, and silence prevailed.

Never talk down to a class or ridicule an erring student. As to the first, the class knows you're acting uppity and resents it. The rest of the class may laugh at the erring pupil, but they don't admire you for showing him up. Each student nurses the fear that he may be the next one to be held up to ridicule.

I think the first most essential qualification for a successful teacher is a genuine sense of humor, and secondly, good narrative ability. Teachers shouldn't be selected merely because they pass a test of "book learning." Too many frustrated old maids and henpecked husbands pass these tests.

I don't want my son to come home from school cross and irritated because teacher is an old crab. I know he'll begin to resent school and this resentment will develop into a desire to quit school. I want my boy to go to school, not because the authorities say he must until he becomes of age, but eagerly, because he likes it. I want him to work on hard problems for the pure joy of solving them correctly, not because teacher says he

must. I don't want him to have nightmares simply because tomorrow is "exams." He should look forward to an exam much as he looks forward to the Saturday baseball game. Each should be a call to arms, a test of skill and knowledge.

I can tell you a good teacher by watching the faces of the pupils as they come in and out of the classrooms. Resentment, fear, joy, relief and laughter are mirrored on their features. Teachers aroused those emotions.

The teachers may say, "We aren't perfect; we too reach an end to patience and good will. We're not gods and goddesses. Besides we're doing all right for the money we're getting. Anyway, who are you and what right have you to criticize us?"

I answer. If it takes gods and goddesses to be my idea of a good teacher, if it takes gods and goddesses to irrigate a dry classroom, by all means get them. Pay them all they want—they deserve it. But it is my opinion that a good teacher enjoys her work as much as her pupils should enjoy theirs. What we like, we're glad to work for.

Who am I? I'm a young man who has spent half his life going to school.



Teaching Tolerance in 1939

(Continued from page 266)

take this task is the historic duty of the schools of our nation.

The Office of Education has seen clearly that organized education in the United States is challenged to prove its value as a democratizer. To help both teachers and parents as well as school children, the Office of Education has planned and launched a series of 26 nation-wide broadcasts, "Americans All—Immigrants All", which show the great contributions that men and women of various races and nationalities have brought to our shores. (CBS stations, Sunday afternoons, 2 o'clock EST.)

The Office of Education is already negotiating with representatives of the New York City public school system on ways and means by which this program can be used in the current campaign to

increase tolerance and understanding among the school children of the City of New York.

I urge the members of school boards, school officials, and teachers of the United States to give immediate attention to the problem of adapting the school curriculums and schedules to assure an adequate and meaningful treatment of the ideas, aims, and spirit of democracy. There is no greater issue today before American education.

I am glad to announce that the values of this series of 26 broadcasts under the title of "Americans All—Immigrants All" are being preserved for schoolroom use. Each program is being recorded and within a short time I expect to announce the terms on which these records can be available both for public address system and phonograph use.

—SCHOOL NEWS DIGEST—

Edited by ORLIE M. CLEM

The instructional committee of the Board of Education in New York City recently recommended that assembly programs on tolerance be introduced into New York City's public schools. The resolution read as follows:

In every public school in the city of New York assemblies should be devoted to the promulgation of American ideals of democracy, tolerance, and freedom for all men. The programs for all these assemblies should be based on the social and political history of the United States. These programs should present the contributions of all races in a way such as to develop esteem, respect, good-will and tolerance among students and teachers in all the schools.

Dr. Paul R. Mort, Director of the Advanced School of Education, Teachers College, Columbia University, says, "The educators don't know what the public wants from the schools, and the laymen, in turn, are equally ignorant of what the educators hope to accomplish." Dr. Mort believes that educators have too little contact with those who foot the bills. He has been arranging a series of conferences between educators and business men in order to lessen the rift between the two groups.

The educational prize for "annual reports" should probably go to Superintendent Frank Cody of Detroit. At the end of the year every parent in Detroit was presented an annual report in the form of a sixteen-page rotogravure tabloid. The title of the publication was *Opportunities*. It revealed in pictures with explanatory text the work, services, membership, and expenditures of the public schools for the year 1937-38.

John Perry, agriculture teacher at Palmyra, N.J., plans an integration of aesthetics and bucolics. He and his boys are building a greenhouse. The structure is 21 by 21 feet, and is connected with the boiler-room by a glass passageway. It will contain

an automatic heater. This greenhouse should provide a hot-bed for numerous school projects.

Glencoe, Ill., has reversed the conventional strategy in guidance. Superintendent Paul J. Misner says:

In most schools guidance counselors begin to study the child when he has become a problem in the school. In many advanced school systems guidance begins when the pupil enters the junior high or the senior high school.

When Miss Kawin, Director of Guidance, organized the guidance program of the Glencoe schools in the autumn of 1934, she originated a unique program in which the school begins to study every child as he enters the school system at the kindergarten or the first-grade level. Not only the pupil's mental ability, but also his personality traits and his behavior are made the subjects of very careful observation and study.

At Pine Groove, Pennsylvania, education does not begin and end with the textbook. On November 8, the high-school seniors went to the polls to observe at first hand how an election board operates. The process of voting was explained to the students while three of the teachers went through the process.

It is an "ill wind which blows no man good." Reports from Avon, Conn., indicate extensive use of the recent hurricane as an agency in the motivation of instruction. It is an excellent "theme of interest" for integrated projects involving literary and artistic expression.

Several state legislatures, including that of New York State, have mandated the teaching of safety. Many schools have experimented successfully with "driver training". Among these schools are: Birmingham, Ala.; Chicago, Ill.; Bloomington, Ill.; State College, Pa.; Saugerties, N.Y. Superintendent Grant D. Morse of Saugerties says:

In these schools pupils learn to drive by driving. After preliminary instruction in the techniques of

(Continued on page 320)

➤ EDITORIAL ➤

Should the High School Ignore Social Disorders?

"The emphasis in the teaching and study of sociology should be on social relationships and not on social problems. Too much emphasis has been given in the past to the discussion of social problems. Social anatomy, physiology, and hygiene should be stressed instead of such social problems as poverty, crime, divorce, and other social disorders. *Emphasis on such subjects is apt to have a morbid effect upon the minds of young people, and teaches them to be agitators, radicals, and 'reformers'.* Sociology should help to build up social integration, instead of making for social disintegration."¹ (Italics supplied.)

WHILE the italicized sentence in this paragraph is unusually frank, its spirit is typical of that which dominates the minds of timid or complacent adults. To them agitators, radicals, and "reformers" are evils—perhaps unavoidable evils in a not quite perfect world, but certainly not to be encouraged by the public schools which are committed to the gradual amelioration of a generally humane and intelligently directed status quo.

The practice of looking at the world objectively, dispassionately, and impersonally is at least as old as the Grove of Academe. Such a *Weltsuschaunung* has its place, no doubt. Not everyone should join in the program of fighting evil; there is room in limbo for the anaemic souls. They form the inert masses in all social and economic units who contribute to institutional stability, whether the institutions be characterized by democratic tolerance and good will or by fascistic pride, hate, and coercion, whether the societies in which they find themselves are static or dynamic. If they are in a stream

they move in leisurely fashion with the current; if they are in a pool they just float. Social integration is important and these dilettanti form the important core for it.

There need be little fear, however, that the ranks of the adjustment seekers who are aware of "social anatomy, physiology, and hygiene" will lack recruits. Jesus found only twelve disciples who found in social problems—sickness, poverty, and institutional practices—sufficient cause to make them agitators, radicals, and "reformers." Both before and after the Year of Our Lord, intentional social change has always been initiated and supported by small minorities whose leaders have been challenged by some condition which they felt to be unsupportable—in a sense, a "morbid" state of mind.

Schools at all levels, but more especially high schools and colleges are to a great extent socially futile just because they provide escapes into academic, detached, meaningless skills and eruditions for teachers, pupils, and parents. Mathematics teachers, science teachers, English teachers, history teachers know about their subjects but they are seldom creative or even active mathematicians, scientists, writers or readers or speakers, or historians in their daily practices. Their interests are merely in the "anatomy, physiology and hygiene" of their subjects. They are not sufficiently challenged by the errors, the questionable hypotheses, and the doubtful applications to daily life which these subjects inevitably present, to spend their own week-ends in explorations, experiments, or applications. Their enthusiasms do not often penetrate to meanings; they are satisfied with technics and devices for im-

¹ *A Course of Study for the Secondary Schools of Montana* issued by the State Department of Public Instruction under the direction of Elizabeth Ireland, Superintendent of Public Instruction, 1932. (Paragraph dealing with directions to teachers on a course in sociology for the secondary schools of Montana.)

proving present practice in "teaching" and "learning."

As a result most of our academic subject matter and skills is not inspiring to vigorous persons; consequently it is barely learned and soon forgotten. Pupils learn to read and require remedial instruction in reading throughout elementary school, secondary school, and college largely *because* the stuff they read sets up no dynamic urges voluntarily to go on reading and reflecting on matters connected with the subjects to which the school applies reading practice.

What is true of reading is even more obviously true of mathematical and scientific technics. They are of the schools schooly; learning them results in pass-marks, "honors", diplomas, and degrees. They involve mathematical and scientific relationships, not real mathematical and social problems.

So they are straightway lost as soon as the instruction is given and the answers passed.

And so it is bound to be in the case of sociology that emphasizes social relationships and minimizes social problems. The former are static, the latter dynamic. The former are meaningless unless they are closely related to the felt needs for positive action that are involved in the latter. It is, indeed, only because we are today so nearly overwhelmed by such social problems as those mentioned in the excerpt quoted at the head of this editorial—poverty, crime, and divorce—that sociology has an important place in school. In a democracy we the people accept responsibility for fighting disease, injustice, and ugliness. When we cease to concern ourselves with social problems, we shall have relinquished our sovereignties.

P. W. L. C.

"Children"—An Insult?

THE WRITER deplores the tendency of many adults to refer to boys and girls of all ages up to maturity as *children*. It is especially noticeable among teachers, who should know better.

What is a child? Who are children?

Taken in its broadest sense, our dictionaries say children are any offspring or descendants. According to that definition, of course, anybody of whatever physical or mental maturity is a child—even the parents and teachers of our pupils!

In its narrower sense, as applied to youth, *Webster's New International* says childhood is that period between infancy and boyhood or girlhood. It is incorrect, then, to refer to an adolescent as a *child*. Teachers who want to be correct in their use of language avoid such an error.

From reactions observed in pupils, the writer believes it is psychologically bad for them to be called *children*. On the one hand we say we are training our youth to act as adults, to accept the responsibility of

adulthood and to live in an adult world; on the other hand we call them *children*, even to their faces!

Furthermore, the writer believes it is bad for the teachers who refer to adolescent pupils as *children*. It indicates that they *think* of them as children. It expresses a paternal, or maternal, attitude toward pupils on the part of teachers instead of the leader or guide-like attitude.

This carelessness in speaking of pupils is especially noticeable in junior high schools. Here are enrolled the youngest of the pupils who have passed childhood, and reference to them as *children* is no doubt largely a carry-over from the elementary school.

To sum up: let us try to be as accurate in our nomenclature as befits the teaching profession. Let us stop insulting our adolescents in school. And let us for our own good speak of them and think of them as they are—certainly not as mere children. EDWARD J. LESSER

School Board Liability Cases

By DANIEL R. HODGDON, PH.D., J.D., LL.D

Trespassers and School District Liability

The New York rule showing non-liability for trespassers is well illustrated by the truant pupil case.

A child who had been frequently tardy from school was playing truant one day. If a child was tardy, it was necessary that he report to the principal's office before going to class. This particular pupil, realizing how tortuous the way and difficult the road to the principal's office, decided that for his own peace of mind it would be better to play truant.

He entered the school yard one-half hour after school had begun for the day. Thus he disobeyed the orders of the principal, and in doing this he lost his right as a licensee and became a trespasser.

He went around to the back of the school building where there was a flight of stairs. Above the flight of stairs, a wire mesh covered the stairwell. This wire mesh had negligently been left out of repair. The pupil climbed to the top of the wire covering and fell through the hole to the bottom of the stairwell and was killed.

The court held that the board of education was under no obligation to keep the premises safe for the benefit of trespassers, intruders, volunteers, or licensees coming upon it without invitation, expressed or implied.

Basajiam v. Board of Education of New York (1924), 211 App. Div. 347, 207 N.Y.S. 298. Misc. 530, 204 N.Y.S. 263, rev. 122.

A board of education in New York has not been held liable for their negligence for injuries occasioned thereby to a pupil who was a trespasser or one who was forbidden to enter a certain place or room. A pupil injured by an unguarded buzz saw in a manual training room of a school could not collect damages for the board's negligence in not complying with the law requiring proper guards on the saw, as he had no right to be in the room.

Johnson v. Board of Education of Hudson (1927), 210 App. Div. 723.

The board of education owes no duty to a trespasser whether he be pupil or outsider. Therefore, a board of education could not be held liable

for injuries to a pupil in a chemical laboratory who was performing an unauthorized chemical experiment. It made no difference whether the board of education had approved the course of study or had not approved the course of study.

Gregory v. Rochester Board of Education (1927), 222 App. Div. 284, 225 N.Y.S. 279.

English Cases

In England boards of education are liable for failure to maintain the school building or premises in a safe and suitable condition.

Morris v. Carnarvon Co., 1910, 1 K.B. 840.

Ching v. Surrey Co., 1910, 1 K.B. 736.

An English board of education was liable for failure to provide safe means of transportation to and from school for the pupils.

A board of education was liable for leaving dangerous materials on the playground.

Boards of education were liable for the teacher's failure to warn pupils in a Chemistry class of the dangerous materials of a chemical being used in an experiment in the laboratory.

Shrimpton v. Hartfordshire Co., 1910, 104 L.T. Rep. N.S. 145.

Jackson v. Lindon Co., 28 T.L.R. 359.

Shepherd v. Essex Co., 29 T.L.R. 303.

Liability of Boards of Education in Canada

Saskatchewan school districts are liable for negligence in furnishing any defective supplies or equipment which may cause injury to a pupil.

Edmondson v. Moosejaw School District, 1920, 13 Sask. L. 516, 55 Dom. L.R. 563, 3 West Wkly. 979.

But the courts do not hold the school district liable when supplies or equipment not dangerous if correctly handled are used by a pupil ignorant of their proper use and cause him injury.

In Ontario, boards of education are liable for negligence in leaving dangerous holes on playgrounds unguarded. However, they are not liable as insurers for loss of clothing from a cloakroom in a school unless there is negligence. Alberta school

boards are liable for failure or neglect to repair playground equipment.

Shaw v. St. Thomas Board of Education, 2 Ont. W.N. 510, 18 Ont. W.R. 165.

Stevenson v. Toronto Board of Education, 46 Ont. L. 146, 17 Ont. W.N. 52, 49 Dom. L.R. 673.

Schultz v. Grasswold School District, 1930, 3 Dom. L.R. 600.

The School District Should Pay

"Perhaps," says Edwards, "the courts are right in refusing to change an ancient and well-established policy, but the position taken by the courts by no means settles the question. Why should not the state as a matter of social justice subject itself and its agents to liability for certain classes of torts or for all torts?"

"The performance of the duties of government inevitably results in the injury of certain individuals. Agents of the government, like all others, may be guilty of carelessness and negligence. Should the innocent individual who is injured as a result of such negligence be required to bear the inevitable consequences alone?"

"Why are not the injuries which the state inflicts on its citizens in the conduct of its business as much a part of the costs of government as are the roads it builds or the schools it maintains?"¹

New York and other states have proved that the non-liability doctrine is not altogether a sound public policy, and the public policy which a few states have been willing to accept is more in line with honorable and just conduct toward its fellow citizens and helpless little children.

The Reform Movement

The argument that individual advantage must give way to public welfare and not be made to override public good may be a sound policy as a general rule of law, but it certainly is inappropriate and misapplied when school districts are concerned.

If liability is imposed upon a school district, it can and should insure against such liability, thereby protecting the public funds provided for education and likewise protecting the public and the children of the public from careless indifference and negligence of school boards.

New York State has proved this to be a sound, reasonable, and humane solution to tort liability. So have four other states, and it has not proved ruinous to the public school systems.

Canada and England likewise find little to admire in our non-liability philosophy. Neither should the people, and the educators in our school systems

¹ Edwards, Newton, "The Courts and the Public Schools."

subscribe to a legal dogma so contrary to fair play. The fact that some jurisdictions exist and live with a more humane concept of school board responsibility is evidence that the non-liability rule is a relic of the Dark Ages and should be abandoned.

The state and its government is in much better position to do all in its power to adjust a wrong and compensate for an injury due to its negligence than any private agency. The state law compels an individual to pay for his torts. It compels private agencies to adjust their wrongs. Why should the state itself, then, be allowed to exist as an "untouchable" when it has committed a wrong, and killed or maimed a child through the negligence of those entrusted to carry on its affairs?

A new movement is slowly changing the judicial records concerning school districts. This movement is of vital interest to the people of a state as well as to public-school administrators and public-school corporations. It may not be long before other states will accept a more humane view toward governmental misfeasance of school districts. Five states in this country have already adopted this philosophy to varying degrees.

Teacher's Negligence Is School District's Negligence

A recent statute in New York has made a board of education liable for the negligence of a teacher acting within the scope of his duties. California has a similar statute.

In the State of Washington a case of great importance seems to indicate the leaning toward holding school boards liable for negligence of teachers. Washington has a statute covering the subject. The following case, however, did not seem to come within that statute, yet the board was held liable:

A radio aerial, strung by a teacher, fell so as to hang over a high tension electric transmission cable and reach to the school yard. The principal and teachers were supposed to have been supervising the yard, but they allowed the live wire to remain hanging over the electric transmission cable and did not keep the children from going into the school yard, made dangerous by this electrically charged wire. A pupil, playing in the yard, was burned on this wire.

The court held that this boy, being eleven years of age and in the fourth grade, did not know there was any danger in the wire. The court applied the rule that only that degree of care is required of a child of that age and experience that could be reasonably expected of him. The school district was held liable.

Rice v. School District No. 302, 140 Wash. 189, 248 Pac. 388.



BOOK REVIEWS



PHILIP W. L. COX, *Review Editor*

The Community School, by SAMUEL E. EVERETT and others. New York: D. Appleton-Century Company, 1938. xii+487 pages, \$2.25.

There's a leak in the dyke—one which the collective thumbs of that group of educators who look upon school as a unique institution, separate and distinct from the community which gives it rise, will have difficulty in stopping. And the leak develops not out of defects in the super-structure of the academic type of school. Rather it develops in the foundations upon which this type of school is built.

Any one interested in exploring the point of view expressed above will find *The Community School* an excellent source of both theoretical and practical material. Kilpatrick states the philosophy of this viewpoint in the introduction.

Following his statement are illustrations (a separate chapter for each) of the ways and means by which nine different schools have betaken themselves to their communities and have brought the communities to the schools. That this type of inter-

action has enriched and vitalized both school life and community life is clear. The first-hand acquaintance of the reviewer with two of the programs described supports the belief that highly desirable changes have taken place in these schools as a result of their programs of community coöperation. The descriptions of these programs given in *The Community School* are both accurate and well written.

The annotated bibliography should prove useful. The references appear to have been selected with care.

GLENN S. THOMPSON

Science in General Education, Report of the Committee on the Function of Science in General Education. Commission on the Secondary-School Curriculum. New York: D. Appleton-Century Co., 1938. xii + 591 pages, \$3.

Almost twenty-five years ago John Dewey characterized the teaching of science in a none too complimentary fashion. He said:

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Just this year, Mr. J. A. Sauwerys, lecturer and tutor at the University of London, in the March issue of *Science Education* spoke as follows:

"Teachers of science over here (the United States) seem keenly aware of their social responsibilities and very desirous that their work shall meet the needs of their pupils. But it is sad to note the enormous distance between these ideals and the practices of the classroom. In the Senior High School in particular the work done seems about as abstract and academic as in England. It is so surprising, after talking with a teacher imbued with the social philosophy of John Dewey, to hear that same man in the classroom teaching like a pedant imbued with Aristotelianism."

Has there been any marked progress in the teaching of science in the quarter century encompassing these two quotations? The reader may answer the question to his own satisfaction. To the reviewer, the need for a thoroughgoing change in both content and method is still great. The supposition that science teachers now have a social philosophy anywhere near as clear cut as that of which Mr. Sauwerys speaks is questionable.

One good step in the direction of achieving a social philosophy for science teaching, reorganizing its content, and making its method really the method of science, would be for all actual or prospective science teachers to study thoroughly *Science in General Education*. Having done so, it is likely that such teachers would be changed persons. That their classroom conduct would be changed also is a gamble, but what other suggestion has greater promise?

This book, the product of some of the best minds in general education and in science, is nicely set up in four parts with four appendices containing a wealth of illustrative material. There is a great deal of illustrative material throughout, in fact.

Part I deals with "Science Teaching in Relation to General Education", emphasizing particularly the purpose of education in a democracy and its implications for the science program.

Part II, on "Teaching Science to Meet the Needs of the Adolescents in the Basic Aspects of Living", is an attack on the problems of both content and method from a standpoint usually neglected. Those believers in technically organized subject matter

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It may be that the science teacher referred to by Mr. Sauwerys (the one with a fine social philosophy who taught like an Aristotelian pedant) should not be held too strictly accountable for the discrepancy between his theory and his practice. Poor fellow—what someone should have done for him long ago is precisely what the authors of *Science and General Education* have tried to do for all of us in Part IV. Their suggestions are good.

Experienced secondary-school teachers, prospective secondary-school teachers, and instructors in teacher preparatory institutions—you'd better have a look, for the report is worthy of widespread attention!

GLENN S. THOMPSON

The Structure and Administration of Education in American Democracy. Washington, D.C.: Educational Policies Commission, National Education Association, 1938. 128 pages, 50 cents.

This volume of the *ad interim* reports of the Educational Policies Commission was prepared by a sub-committee under the chairmanship of George D. Strayer. It exemplifies the forthrightness of statement and the persuasive logic of its major author. In format, it continues the high standard set by the Commission's first report.

The titles of the five chapters that make up this report are: I, The Structure and Scope of Public Education; II-IV, The Administration of Public Education: Local School Administration; State School Administration; and Federal Relations to Education; and V, Public Schools.

Most progressive schoolmen will find themselves in agreement with the statements and conclusions of this report, and will be very grateful for having their beliefs so succinctly and convincingly set forth. In the final chapter, Dr. Strayer's committee restates the argument for restricting public educational moneys to public schools, thereby taking issue in this regard with the recommendations of the President's Committee, whose report on Federal Aid for Education was made public last winter.

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The Novel of Adolescence in France; the Study of Literary Theme, by JUSTIN O'BRIEN. New York: Columbia University Press, 1937. 240 pages, \$2.50.

All over the world, in the development of the modern novel, there has been increased emphasis placed on the subject of adolescence. Dr. O'Brien has limited his study to French fiction, dealing with such authors as Bourget, Gide, Rolland, Cocteau, Mauriac.

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The second part of the study shows the attack of various authors on this problem.

The results of Dr. O'Brien's study are invaluable as a guide to the history of manners as well as literature in the post-war era. Such material should be of importance to the sociologist, the teacher, and the psychologist as well as to the student of literature. It is to be hoped that Dr. O'Brien's study will stimulate interest in the same subject in other languages, for such authors as James Joyce, Somerset Maugham, Thomas Mann, Jacob Wassermann, Papini, Miguel de Unamuno represent only a few of the other authors who have dealt with the critical problems of adolescence.

DOROTHY I. MULGRAVE

Abstracts, Graduate Theses in Education 1931-36, Compiled and Edited by CARTER V. GOOD and GORDON HENDRICKSON. Cincinnati, Ohio: Teachers College, University of Cincinnati, 1936. xix + 249 pages, \$2.

This volume represents a project which might well be undertaken in a systematic way by all graduate schools and departments. It is especially valuable for those institutions which do not require publication of theses, but would be in order for others as well. The publication and distribution of well-selected abstracts in this form doubtless gives students an added sense of responsibility and pride in other work, and in addition is an excellent method of institutional publicity.

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listed as written during the period are in this field. These three deal respectively with "A Course in Psychology for the High School", "The Measurement of Social-Civic Intelligence of High-School Students", and "The Private Academy Movement in Indiana from 1850 to 1900", and are thus limited in scope.

PAUL V. WEST

The Teaching of Physical Sciences in the Secondary Schools of the United States, France, and Soviet Russia, by ALEXANDER EFRON. New York: Bureau of Publications, Teachers College, Columbia University, 1937. vii+296 pages, \$2.35.

This doctorate study compared the teaching of secondary-school science in the United States, France, and Soviet Russia. Factors considered in this triple comparison were: courses of study, training of science teachers, nature of tests and examinations, character of textbooks, methodology of science teaching, conduct of extra-curricular science teaching,

utilization of science equipment. The research technique employed is unusual for a doctorate thesis involving comparison. One does not find a single sigma, probable error, or significance of the difference. The study is *descriptively analytical*.

The author's conclusions are based upon a critical evaluation of the practices of the three countries in terms of their respective aims and objectives. Unspecialized science courses in the United States can be critically appraised only in relation to the conception of American democracy and a heterogeneous, unselected clientele. The demand for *culture generale* in France explains the precision and rigid standards of French physics. The technological character of Soviet chemistry reflects the polytechnization of the national economy. ORLIE M. CLEM

Founding Teachers College: Reminiscences of the Dean Emeritus, by JAMES EARL RUSSELL. New York: Bureau of Publications, Teachers College, Columbia University, 1937. 106 pages.

In this beautiful volume are printed the three addresses of Dean Russell given in October, 1937, as the Grace H. Dodge Lectures. They are entitled: "Origins of Teachers College"; "The Outlook in 1897"; and "Teachers College Becomes a Professional School".

Appendix A is Dean Russell's letter of June 15,

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1899, to Miss Dodge, stating his position in favor of a middle ground between spontaneity and superimposed standards. Appendix B is his final Report to the Trustees, dated June 30, 1927, in which he briefly summarizes the outcomes of his stewardship and elaborates the challenge of professional education.

The platform of Dean Russell, already consciously constructed when he took up his work at Teachers College, was that the schools from kindergarten to university should be used as a means of coordinating formal instruction with the educational influences proceeding from the home, the church, the press, and other social forces. In other words, to make the schools instruments of education as well as means of instruction. Teachers capable of such service would be truly professional workers.

How he and his colleagues, by forethought, trial, and error, consciously held ideals, and reasonable compromises welded together the structures and merged the dynamic forces that created Teachers College is told in Chapters II and III. It is an inspiring story—one which every educator and alert citizen may read with pride and profit.

Adaptability of Public School Systems, by PAUL R. MORT and FRANCIS G. CORNELL. New York: Bureau of Publications, Teachers College, Columbia University, 1938. 146 pages, \$2.10.

The social lag which is so generally exemplified by the complacent continuance of outmoded school practices which are implanted in the minds of influential teachers, administrators, and other citizens, and, hence, of pupils, is primarily a phenomenon of local control of the school budget. It is often supported and abetted by the bureaucracies of state departments of education insofar as their agents are now classified or were originally recruited on the basis of conventional school practices and philosophies.

Conversely adaptations, whether generic or specific, may develop because of awareness of the need for change in local schools or communities, and sometimes are carried through against the advice or even the pressures of State agents, or they may be urged, supported, and even superimposed by State laws or regulations.

In this volume, the authors report the results of a study, carried on with the assistance of the Columbia University Council for Research in the Social Sciences, the Works Progress Administration, and the Carnegie Corporation, to explore and evaluate the relationships between the freedom of the local school district to initiate and support or to eliminate or neglect adaptations to meet current needs. Their study led them to set up criteria for

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judging adaptability, to identify the social-economic and school factors that influence it, and the process of adaptation itself.

The results of the study are inevitably inconclusive. Aside from the factual material reported, the outcomes are stated in the form of hypotheses, some of which are elaborated in Chapter VI, "The Adaptability Claim for Local Initiative." Both these and all other hypotheses call for further study.

Comprehensive Examination in Secondary Education, Forms I and II and Manual, by N. W. NEWSOM, C. H. SMELTZER, and H. T. BOWDEN. Keokuk, Iowa: The Extra-Curricular Publishing Company, 1938.

This examination is designed to measure the ability of students preparing to teach in the subject matter of psychology and education, after they have completed the usually prescribed professional courses. It makes no claim to measuring probable teaching success. Within the very limited area for which it is adapted, the tests seem valid. How important the information tested may be, competent persons would doubtless disagree. So long as courses in subjects do stress factual outcomes, it is obviously desirable to discover whether students do know the data and verbalisms taught.

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The Behavior of Students Under the Honor and Proctor Systems, by WILLIAM G. CAMPBELL. Los Angeles: The University of California Press. 95 pp.

For several decades the argument between "sentimentalists" and "hard-boiled realists" has run on in the area of the purposes and products of honor systems in high school and college.

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The technical procedure and the conclusions drawn by the author are important to teachers and all others who are interested in the ethical-moral lives of their fellow mortals. In general they should support the determination of the "sentimentalists" to bolster and trust the integrity of the individual.

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SCHOOL NEWS DIGEST

(Continued from page 305)

handling a car, the rules of the road and the laws involved, each learner in turn takes his place behind the wheel of a car and begins to drive. By the side of the learner sits the instructor, who has at his feet an auxiliary set of controls, including brake and clutch.

The Teaneck, N.J., High School has inaugurated a course in astronomy. The students use a telescope built at a cost of \$10,000 by the Bergen County Astronomers Association. The instrument is available to the students two nights a week. The Board of Education provides a small building on the school premises.

Dr. Alonzo F. Meyers of New York University, addressing recently the New Jersey Association of Secondary School Department heads, laid down two fundamental assumptions for a philosophy of coöperative supervision: (1) the amount and kind of supervision depends on the qualifications of those supervised, and (2) a true profession largely supervises itself. Dr. Meyers believes that with better preparation of teachers, classroom supervision as such will be reduced.

Pemberton, N.J. High School has completed a 1,000 foot 16 mm silent film. It is entitled "Meet Pemberton High", and pictures the school day of the average student. In recent weeks, the film has been shown in the various communities sending students to the Pemberton High School. The film has significant guidance values for prospective students. The length of time for showing is 40 minutes.

"*Contemporary Poets*" is a series of records made available for classroom use by the National Council of Teachers of English, 211 W. 68th Street, Chicago, Illinois. The series includes Vachel Lindsay's reading of "The Congo" and Robert Frost's reading of "Mending Wall". A list of records will be sent on request.

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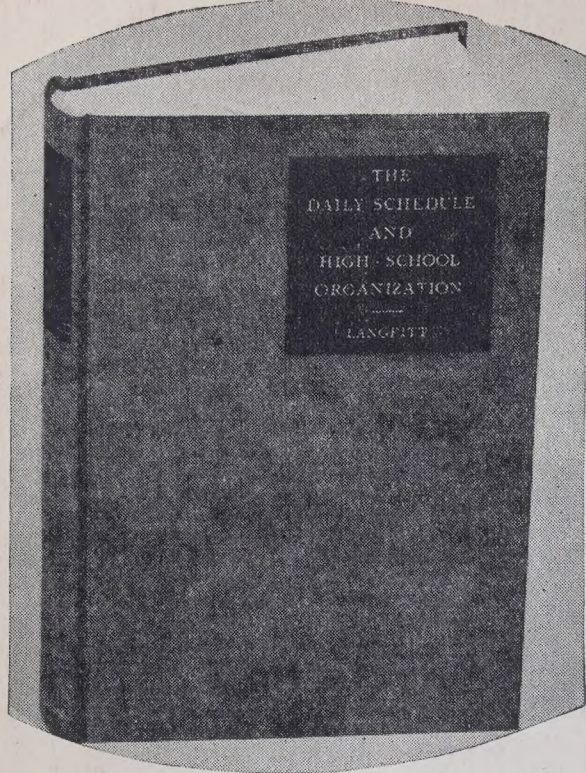
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